DOCUMENT RESUME

ED 345 988 SO 022 098

TITLE	Social Studies 26: Teacher Resource Manual. Interim 1991.
INSTITUTION	Alberta Dept. of Education, Edmonton.
REPORT NO	ISBN-1-55006-220-4
PUB DATE	91
NOTE	186p.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC08 Plus Postage.
DESCRIPTORS	*Citizenship Education; *Curriculum Guides; Educational Resources; Foreign Countries; Learning Activities; Secondary Education; Skill Development; *Social Studies; *Student Educational Objectives; Teaching Guides; Teaching Methods
IDENTIFIERS	*Alberta

ABSTRACT

Designed to help classroom teachers of Alberta, Canada, this teacher resource manual implements the Integrated Occupational Social studies 26 Program, the primary goals of which are to enhance students' self-esteem and provide opportunities for students to develop into responsible citizens. The manual contains the following materials: additional information about the goals and objectives of the curriculum; thematic contexts for the delivery of prescribed knowledge, skills, and attitudes; suggestions for planning and implementing the program, including instructional strategies, sequenced activities, correlations of learning resources with activities, and resource suggestions; activities and background information designed to develop further facility in using process, communication, and participation skills and inquiry strategies; suggestions for integrating social studies instruction with essential life skills and other subject areas; and suggestions for using community resources throughout the social studies program. (DB)

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INTEGRATED OCCUPATIONAL PROGRAM

Teacher Resource Manual

ED345988

SOCIAL STUDIES 26

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Social Studies 26

Teacher Resource Manual

INTERIM 1991

NOTE: This publication is a support document. The advice and direction offered is suggested only. Consult the *Program of Studies/Curriculum Guide* to identify the prescriptive contents of the Social Studies 26 program.

ALBERTA EDUCATION CATALOGUING IN PUBLICATION DATA

Alberta. Alberta Education.
Social studies 26 : teacher resource manual.

ISBN 1-55006-220-4

1. Social sciences -- Study and teaching (Secondary) -- Alberta. I. Title. II. Integrated Occupational Program.

H69.A333t 1991 300.7

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ACKNOWLEDGEMENTS

Alberta Education acknowledges with appreciation the contributions of the following individuals and school jurisdictions to the development and validation of this document:

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In addition, Alberta Education acknowledges, with appreciation, the contributions of educators and representatives of business and industry in the development of this document.

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INTRODUCTION

OVERVIEW

This Teacher Resource Manual has been developed to assist classroom teachers to implement the Integrated Occupational Social Studies 26 Program. It contains:

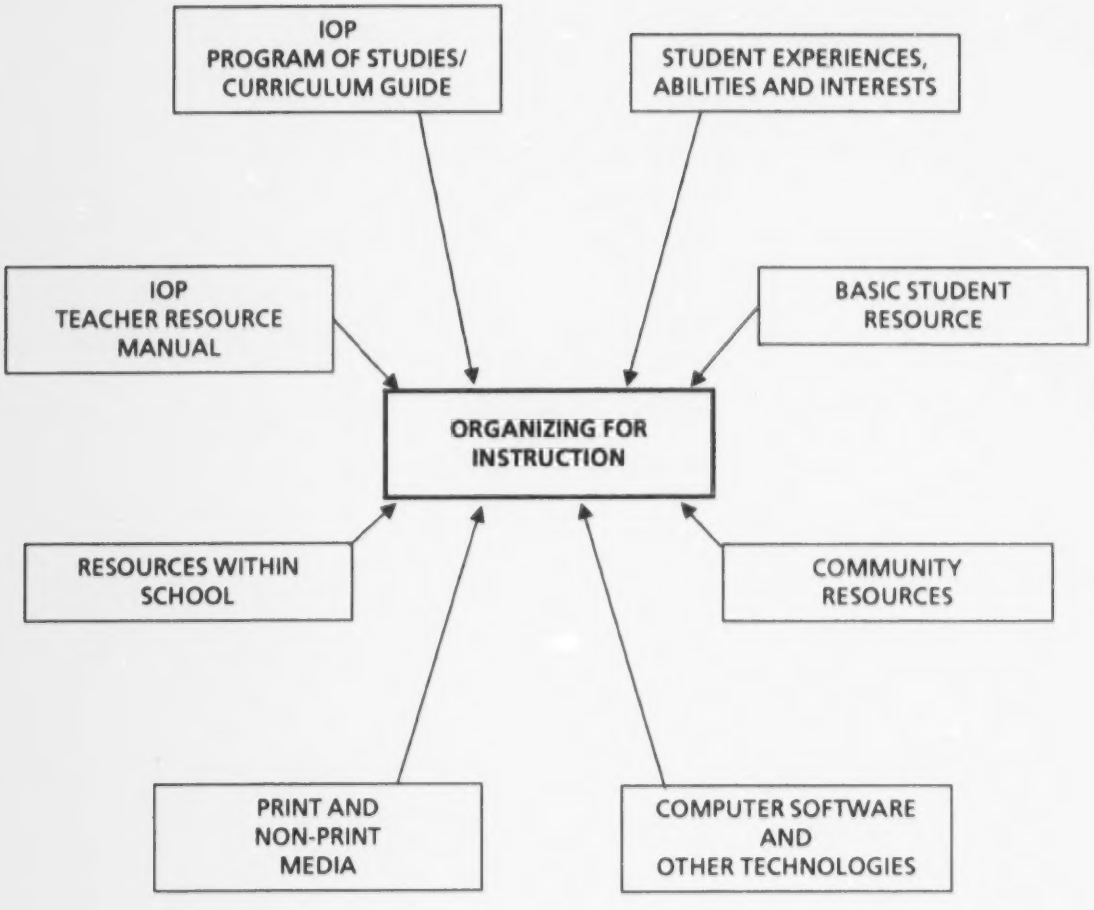
- additional information about the goals and objectives of the curriculum
- thematic contexts for the delivery of prescribed knowledge, skills and attitudes
- suggestions for planning and implementing the program, including:
  - instructional strategies
  - sequenced activities
  - correlations of learning resources with activities
  - resource suggestions
- activities and background information designed to develop further facility in using process, communication and participation skills and inquiry strategies
- suggestions for integrating social studies instruction with essential life skills and other subject areas
- suggestions for using community resources throughout the social studies program.

Teachers are encouraged to use this manual as a practical planning and instructional tool to support the *Social Studies 26 Program of Studies/Curriculum Guide*. The activities and teaching strategies outlined in this document are not all-inclusive; rather, they are presented to provide ideas and guidelines to promote development of the learning objectives. The suggestions may be used as presented, modified, or supplemented with locally developed materials. **Teachers are encouraged to determine the abilities and needs of students and plan for instruction accordingly.**

The Table of Contents outlines the materials available within the tabbed sections. A binder format was chosen to enable teachers to add instructional strategies, samples of student work and ideas for activities throughout the year. During cooperative planning sessions, pages or sections may be easily removed and shared with other Integrated Occupational Program teachers.

COOPERATIVE PLANNING AND CONFERENCING AMONG TEACHERS is central to understanding the contexts in which knowledge, skills and attitudes are taught across the curriculum, planning the strategies and activities for reinforcement and ensuring consistency of expectations and learning outcomes. Teachers are encouraged to plan for instruction that will reinforce course objectives, contexts of the thematic units, thinking skills, inquiry strategies, etc., in keeping with abilities, needs and interests of students.

RESOURCES TO BE USED WHEN ORGANIZING FOR INSTRUCTION



ORGANIZATION OF THE TEACHER RESOURCE MANUAL

This manual has been organized to provide ready access to the theme and skill dimensions of the Integrated Occupational Social Studies 26 Program.

THEMES

The top three tabs on the right indicate the THEMES. Using the thematic approach facilitates the integration of the knowledge, skill and attitude dimensions of social studies within relevant contexts.

The division of content into knowledge, skill and attitude objectives is not intended to provide an organizational model for teaching the topic. However, a thematic focus based on a topic, problem, issue or concern provides the applications and tasks in which knowledge, skills and attitudes are combined into meaningful activities. Flexibility in selecting and designing an instructional plan for the topic is intended to accommodate the diverse needs of students, maximize the use of available resources and allow for coordination of instructional planning. The thematic approach emphasizes the fact that knowledge, skill and attitude objectives are to be addressed simultaneously.

Specific resources relevant to the knowledge, skills and attitudes addressed within each theme are referenced.

SKILLS/STRATEGIES

The remaining four tabs along the right-hand side of this manual provide learning strategies, background information and student activities to assist teachers when developing students' social studies SKILLS. The skills section is referenced throughout the thematic units to enhance the suggested activities and strategies. **Knowledge, skills and attitudes are interrelated and are to be addressed simultaneously**. On occasion, teachers may find it necessary to interrupt the process of theme teaching and focus on direct skill instruction. The skills section of this manual provides assistance to accommodate the need for discrete skills instruction.

USE OF THE TEACHER RESOURCE MANUAL

This *Social Studies 26 Teacher Resource Manual* is comprised of two parts: THEMES and SKILLS/STRATEGIES. Concurrent use of the two sections will ensure that all of the prescribed social studies knowledge, skills and attitudes are addressed during the school term.

The THEMES integrate the knowledge, skill and attitude objectives. The themes are also the initial starting points for teaching, and the suggested activities within these themes will direct teachers to the SKILLS/STRATEGIES section. The skills/strategies section provides additional information and activities designed to enhance student learning. Teachers are encouraged to select and modify suggested activities from the thematic units and the referenced items from the skills section in keeping with the abilities, needs and interests of students.

THEMES

- Theme A: You and the Canadian Identity
- Theme B: Canada and You in the World
- Theme C: Career Trends and You

SKILLS / STRATEGIES

- Process
- Communication
- Participation
- Inquiry Strategies

LEARNING RESOURCES FOR SOCIAL STUDIES 26

BASIC STUDENT RESOURCE

The resource listed below has been identified as meeting the majority of the goals and objectives of the Social Studies 16 curriculum.

Cartwright, Fraser, and Gerry Pierce. *Contact Canada*, Oxford University Press, Toronto, 1988.

Teachers are encouraged to review resources used in other high school social studies programs. Sections of these resources may be suitable for Social Studies 26, based upon their curricular reference and the appropriateness of their readability levels.

Bain, Colin, M., and Vida R. Bain. *Multiculturalism: Canada's People*. Canadiana Scrapbook Series, Prentice-Hall Canada Inc., 1987.

Bartlett, Gillian, and Janice Galivan. *Canada: History in the Making*. Toronto, Ontario: John Wiley and Sons, 1987.

Bondy, Robert, J. *Canada: Windows on the World*. Canadiana Scrapbook Series, Prentice-Hall Canada Inc., 1983.

Hundey, Ian M. and Michael L. Magarrey. *Canada: Understanding Your Past*. Irwin Publishing, Ontario, 1990.

Regehr, Henry, Norman Sheffe, and Robert Thompson. *Canadians in the Twentieth Century*. Toronto, Ontario: McGraw-Hill Ryerson Ltd., 1987. (A basic resource for Social Studies 16.)

Teacher and student resources used in Social Studies 13 may assist teachers when preparing for program delivery. Resources available for Distance Education, Alberta Education, may also be useful and suitable for the IOP classroom. Teachers are encouraged to peruse and select print and non-print materials from *Native Library Resources for Elementary, Junior and Senior High Schools, Third Edition*, Alberta Education, in keeping with local circumstances.

TECHNOLOGY AND MEDIA

Technology plays an important role in social studies classrooms. Computers, calculators, videotape equipment, cassette recorders and other hardware may be used to meet students' needs. The computer provides opportunities to teach concepts in history, economics, geography and political science through the use of instructional computer programs. Computer programs can be used for drill in specific skills or to provide individualized instruction. Word processing programs are useful to students when writing, editing and reporting information. Instructional television programs can extend students' knowledge of other countries, historical fiction and world issues. Traditional media such as films, filmstrips, and tapes or records may create actual events and assist students whose learning styles are not textbook oriented.

The integration of technology and media in the social studies program will assist in meeting the educational needs of all students. Students must understand the concepts, the potential impact and the uses of technologies, such as electronic communications and computer networking.

Students must be assisted to become critical viewers/readers/listeners of television, magazines, newspapers, films, rock videos and other print/electronic media. The classroom should provide opportunities for students to analyze media and the impact of media on their own lives and on society. Educators need to teach students the appropriate skills and related attitudes that will enable them to become critical, selective and discriminating in their reading, viewing and listening habits.

COMPUTER COURSEWARE

Consult the librarian for information regarding software within the school, locating appropriate catalogues and scheduling time to preview new social studies programs as they become available. Teachers are encouraged to preview and select for classroom use word processing and other software in keeping with the abilities, needs and interests of students. (See *Social Studies 26 Program of Studies/Curriculum Guide*, pp. 24 and 25.)

A practical resource to assist teachers to gain insight about the implementation of word processing programs in classrooms is:

- *The Writing Process Using the Word Processor, Instructor's Manual.* Alberta Education, Curriculum Branch, December, 1988.

ACCESS NETWORK

ACCESS offers a variety of resources and services to teachers. For nominal dubbing and videotape fees, teachers may have ACCESS library tapes copied. ACCESS also offers a service called "Night Owl Dubbing" which allows educators to videotape late night educational programs directly from their own television sets.

ACCESS publishes both an *Audio-Visual Catalogue* and a comprehensive schedule of programming, which are available on request. For additional information, contact ACCESS NETWORK, Media Resource Centre, 295 Midpark Way S.E., Calgary, Alberta, T2X 2A8 (from outside of Calgary, telephone toll free, 1-800-352-8293; in Calgary, telephone 256-1100).

REGIONAL AND URBAN RESOURCE CENTRES

Films and videos are available for loan through the five resource libraries listed below. In some instances, computer software is also loaned. Catalogues of holdings are available upon request.

REGIONAL RESOURCE CENTRES

Zone I	Zone One Regional Resource Centre 10020 – 101 Street P.O. Box 6536 Peace River, Alberta T8S 1S3 Telephone: (403) 624-3187
Zones II and III	Central Alberta Media Service (CAMS) 2017 Brentwood Boulevard Sherwood Park, Alberta T8A 0X2 Telephone: (403) 464-5540/467-8896
Zone IV	Alberta Central Regional Education Services (ACRES) County of Lacombe Parkland Regional Library Building 56 Avenue and 53 Street Corner Box 3220 Lacombe, Alberta T0C 1S0 Telephone: (403) 782-5730

Zone V

South Central Alberta Resource Centre (SCARC)
County of Wheatland
Westmount School
Wheatland Trail
Box 90
Strathmore, Alberta
T0J 3H0
Telephone: (403) 934-5028

Zone VI

Southern Alberta Learning Resource Centre (SALRC)
Provincial Government Administration Building
909 – 3rd Avenue North, Room #120
P.O. Box 845
Lethbridge, Alberta
T1J 3Z8
Telephone: (403) 320-7807

URBAN RESOURCE CENTRES

Learning Resource Service
County of Strathcona
2001 Sherwood Drive
Sherwood Park, Alberta
T8A 3W7
Telephone: (403) 464-8235

Red Deer Public School Board
4747 – 53 Street
Red Deer, Alberta
T4N 2E6
Telephone: (403) 343-1405

Instructional Materials
Calgary Separate School Board
6220 Lakeview Drive S.W.
Calgary, Alberta
T3E 6T1
Telephone: (403) 246-6663

Education Media
Calgary Board of Education
3610 – 9th Street S.E.
Calgary, Alberta
T2G 3C5
Telephone: (403) 294-8540

Edmonton Public School Board
Centre for Education
One Kingsway
Edmonton, Alberta
T5H 4G9
Telephone: (403) 429-8320

Medicine Hat School District
601 – 1st Avenue S.W.
Medicine Hat, Alberta
T1A 4Y7
Telephone: (403) 526-1323

Curricular Resources
St. Anthony's Teacher Centre
10425 – 84 Avenue
Edmonton, Alberta
T6E 2H3
Telephone: (403) 439-7356

Lakeland Public School District No. 5460
Postal Bag 1001
Bonnyville, Alberta
T9N 2J7
Telephone: (403) 826-3145
Fax: (403) 826-4600

OTHER LEARNING RESOURCES

Teachers are encouraged to use a variety of materials in the classroom to enhance student development. The following resources have been identified as potentially useful for the Integrated Occupational Social Studies 26 Program. These materials have not been evaluated by Alberta Education and their listing is not to be construed as an explicit or implicit departmental approval for use. The list is provided as a service only to assist local jurisdictions. The readability levels of the resources listed are appropriate for the majority of students who are in the Integrated Occupational Program. The responsibility for evaluating these resources prior to selection rests with the local jurisdiction.

Note: *Some of the resources listed are available through the Learning Resources Distributing Centre, Alberta Education. Teachers are encouraged to peruse the Buyers Guide and Buyers Guide Supplements.*

BOOKS/PAMPHLETS

Alberta Consumer and Corporate Affairs. *Consumer Talk.* A series of tabloid-style resources focusing on consumerism in Alberta.

Alberta Education. *Freedom and Control in Canada: How Much of Each?* Kanata Kit 10. Student Booklet. Edmonton, Alberta, 1979.

Alberta Education. *Native Library Resources for Elementary, Junior and Senior High Schools, Third Edition.* The Native Education Project, 1990.

Anderson, Sheridan. *Introducing Canada.* Portal Press, Port Moody, B.C., 1988.

Bland, J. *Choosing a Job You'll Like* (50 copy masters). J. Weston Walsh Publishers, Portland, Maine, 1984.

Brown, Rex B., et al. *Canada: A Regionally Diverse and Northern Environment.* The Canadian Studies Foundation. Dominie Press, Agincourt, Ontario, 1984.

Brown, Rex B., et al. *Canada: A Vast Environment.* The Canadian Studies Foundation. Dominie Press, Agincourt, Ontario, 1984.

Brown, Rex B., et al. *Canada: Culture and Resources.* The Canadian Studies Foundation. Dominie Press, Agincourt, Ontario, 1984.

Dwyer, Robert, and Stephen Penney. *Canada: Challenges in the Development of Resources.* The Canadian Studies Foundation. Dominie Press, Agincourt, Ontario, 1984.

Draper, Graham A. *Globe Atlas.* Gage Educational Publishing Company. Toronto, 1991.

Elrick, Thomas F. *Forms in Your Life: A Student Workbook and Guide to Everyday Forms.* D.C. Heath Canada Ltd., 1986. (A suggested resource for Mathematics 16.)

Evans, Allan S., and T.R. Martinello. *Canada's Century.* McGraw-Hill Ryerson Limited, Toronto, Ontario, 1978.

Garmon, E. Thomas, and Sidney W. Eckert. *The Consumer's World – Economic Issues and Money Management.* 2nd Edition. McGraw-Hill Ryerson Limited, Montreal, Quebec, 1979.

Hux, Allan, and Fred Jarman. *Canada: A Growing Concern.* Globe/Modern Curriculum Press, Toronto, Ontario, 1981.

Jarman, Frederick E. *In Pursuit of Justice. Issues in Canadian Law.* Wiley Publishers of Canada, Ltd., Toronto, Ontario, 1976.

Kirbyson, Ronald C. *In Search of Canada.* Prentice-Hall of Canada, Ltd., Scarborough, Ontario, 1977.

Ontario Ministry of Education. *Media Literacy Resource Guide, Intermediate and Senior Divisions.* 1989.

Pyrczuak, Fred. *Survival Skills in the World of Work.* J. Weston Walsh Publishing, Portland, Maine, 1978.

Ryder, Verdene. *Contemporary Living.* The Goodheart-Wilcox Company, Inc., South Holland, Illinois, 1985. (This text supports the Personal Living 10 course.)

Trimble, W. *Understanding the Canadian Economy.* 6th Edition. Copp Clark Pitman, Toronto, Ontario, 1975. (This text supports the Economics 20 course.)

University of Alberta. *Under 18: You and the Law.* Student Legal Services, Edmonton, Alberta, 1987.

Warmke, Roman F., Eugene D. Wyllie, and B.E. Sallans. *Consumer Decision Making – Guides to Better Living.* South-Western Publishing Co., Cincinnati, OH, 1972.

PERIODICALS

Canada and the World is a magazine designed for students reading at Grades 8-11 levels. It is published monthly between September and May. R/L Taylor Publishing Consultants Ltd., Box 7004, Oakville, Ontario, L6J 6L5, (416) 338-3394.

Canadian Consumer is published monthly and is available through the Canadian Consumer Incorporation, Box 9300, Ottawa, Ontario, K1G 3T9.

Canadian Geographic magazine is published bimonthly and is available through the Royal Canadian Geographic Society, 39 McArthur Avenue, Vanier, Ontario, K1L 8L7.

Consumer Talk is a set of eight consumer information sheets presented in tabloid/newspaper format and intended for high school students. Class sets may be obtained free of charge from Alberta Consumer and Corporate Affairs regional and district offices and from Box 1616, Edmonton, Alberta, T5J 2N9.

National Geographic is published monthly by the National Geographic Society, 17th and MSTS., N.W., Washington, D.C. 20036, or P.O. Box 2174, Washington, D.C. 20013.

News for You magazine is for adults and older teens and features articles on current affairs, sports, people, legal rights and consumer tips. New Reader Press, 1320 Jamesville Avenue, Syracuse, NY 13210, 1-800-448-8878.

Scholastic Voice magazine is for students in Grades 8-12, but it is written at the Grades 5-9 reading levels. Each magazine may include essays, news articles, poems, short stories, TV scripts, sports news, cartoons, jokes, a variety of word games and other features designed to motivate students in English. *Scholastic Voice* is published 24 times a year and may be ordered from Scholastic Classroom Magazines, Scholastic-TAB Publications, Ltd., 123 Newkirk Rd., Richmond Hill, Ontario, Canada, L4C 3G5.

Western Producer is published weekly. Western Producer Publishing, P.O. Box 2500, Saskatoon, Saskatchewan, S7K 2C4.

FILMS AND VIDEOTAPES

Various films and videotapes are listed in respective sections of this teacher resource manual. Many of the suggested films and videotapes are available through regional and urban resource centres.

Additional sources of films and videotapes may include:

- University of Alberta, Education Library
- ACCESS
- AADAC
- Edmonton Public Library
- Government Agencies; e.g., Alberta Social Services, Family and Community Support Services
- Alberta Education
- Legal Resource Centre, University of Alberta.

KITS

Media and Society. National Film Board, 150 Kent Street, Suite 642, Ottawa, Ontario, K1A 0M9, 1989. A Teacher Resource Handbook and two video cassettes with 20 titles grouped as follows: Advertising and Consumerism; Images of Women; Cultural Identity; and Sovereignty, Power, Politics and Ideology.

SCHOOL LIBRARY

Conference with your librarian before studying each theme. The librarian may be able to assist in locating appropriate books, newspaper articles, kits, videotapes, picture sets, journals and films. A valuable book on statistics, which can be found in most libraries is the *Alberta Statistical Resource*.

STUDENT SERVICES

High schools often have a student counselling service area where students and teachers may obtain material. The counsellors themselves may be willing to visit the classroom to present information on pertinent topics to the students.

PROGRAM PLANNING

Themes and the related knowledge, skills and attitudes may be clustered and sequenced at the teacher's discretion. Program planning should consider the sequential and developmental nature of certain skills in social studies, as well as student abilities, interests, attitudes and learning styles. The themes that cover the required components of the course have been further developed in both this Teacher Resource Manual and the *Social Studies 26 Program of Studies/Curriculum Guide*.

COOPERATIVE PLANNING AND CONFERENCING with teachers in other subject areas will provide direction in sequencing course content, establishing expectations and teaching strategies, and determining emphasis and reinforcement of critical/creative thinking skills and inquiry strategies. Column three of the *Social Studies 26 Program of Studies/Curriculum Guide* provides assistance to teachers about applications in other subject areas.

TIME ALLOCATION

Social Studies 26 is a three-credit course. Time is to be allocated to reflect the needs of individual students. Required knowledge, skills and attitudes are designated 80% of the instructional time. The remaining 20% represents the elective component to be used for remediation or reinforcement, or to enrich and extend the program by providing opportunities to introduce new topics (e.g., locally developed themes) or expand topics in keeping with student interest.

Recommended time allocation for the themes is illustrated in the following chart. These recommendations are intended to ensure that the prescribed knowledge, skills and attitudes outlined in the Program of Studies are adequately addressed. Teachers are encouraged to integrate current affairs within the themes and to adjust time according to local circumstances.

THEMES AND RELATED CURRENT AFFAIRS	ELECTIVE COMPONENT	RECOMMENDED TIME ALLOCATION
Theme A: You and the Canadian Identity	REINFORCEMENT/ENRICHMENT	40%
Theme B: Canada and You in the World		40%
Theme C: Career Trends and You		20%

The themes are also presented in the *Social Studies 26 Program of Studies/Curriculum Guide* (pp. 30 to 58). Teachers are encouraged to organize for instruction using this Teacher Resource Manual, the *Social Studies 26 Program of Studies/Curriculum Guide*, the basic student resource, and a variety of print and non-print school and community resources.

Learning resources specific to each thematic unit are listed on the initial pages of each section. Teachers are encouraged to peruse the lists and allow sufficient time to request and receive materials from government agencies, private businesses, etc.

COMMUNITY PARTNERSHIPS

The social studies program must enable students to recognize the relevance of social studies knowledge, skills and attitudes, critical/creative thinking skills and inquiry strategies to daily living. Students will be expected to demonstrate an understanding that:

- **knowledge, skills and attitudes in social studies have application in daily experiences within the home, community and work environments**
- **goal setting, problem solving and decision making are important life skills**
- **preparation for a chosen occupation or career may require that effective social studies skills be developed.**

Community partnerships (i.e., community-based learning experiences) will foster an appreciation of social studies for its usefulness and relevance. Direct community involvement will assist students to transfer specific social studies knowledge, skills and attitudes to more generalized situations in everyday life and the world of work. Guest speakers, field trips, job shadowing and mentorships are a few examples of meaningful community associations.

Suggestions for relevant community partnerships in the social studies program include:

- inviting guest speakers from local government, business and industry to discuss topics related to those studied in thematic investigations
- visiting local business, industry and recreational facilities for first-hand observation and real life experience in areas related to the themes studied
- walking through the community in search of practical applications of the knowledge and skills being studied (e.g., identifying new businesses, locating sources of information)
- visiting local television/radio stations or newspaper offices
- investigating career and employment opportunities within the local community and in neighbouring communities.

Community groups/individuals/facilities that may provide meaningful contributions to the social studies program include:

- law societies, youth organizations, recreation boards, business/employer organizations
- MLAs, MPs, regional party representatives, reeves, trustees, social workers
- legislative buildings, city halls, town offices, courthouses, hospitals.

Additional suggestions for community partnerships are provided in the Suggested Strategies/ Activities column of the *Social Studies 26 Program of Studies/Curriculum Guide* and within this Teacher Resource Manual.

CURRICULAR INTEGRATION

Emphasis has been placed on relating social studies to life skills and to other subjects in the curriculum. Students will relate course knowledge, skill and attitude objectives to numerous past, present and future personal experiences. Connecting course content to experiences, both within and beyond the classroom, will enhance student motivation. Student ability to transfer knowledge, skills and attitudes to unfamiliar situations will also be enhanced as a result of multiple exposures to their application.

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Teachers are encouraged to select instructional strategies that provide for the development of knowledge, skills and attitudes within the context of their application to out-of-school experiences, the occupational program and other disciplines. Columns two and three of the four-column *Social Studies 26 Program of Studies/Curriculum Guide* provide suggestions that will assist when relating knowledge, skills and attitudes to other subjects in the curriculum and experiences beyond the school.

NATURE AND NEEDS OF THE LEARNER

The Integrated Occupational Social Studies Program focuses on the nature and needs of the learner. When organizing for instruction, teachers are encouraged to identify students' strengths and weaknesses, link unfamiliar knowledge, skills and attitudes to familiar experiences and build upon students' strengths. Methodology and teaching strategies applied should enhance each student's positive attitude and self-esteem, attend to individual learning styles, promote cognitive development and include meaningful contexts.

ATTITUDE AND SELF-ESTEEM

Attitude and self-esteem strongly influence learning. An appropriate program must foster in students positive self-concepts and attitudes toward learning. In order to enhance self-concept and attitude development, the course should:

- provide meaningful and relevant experiences and content
- be appropriate to student ability
- provide for student success.

LEARNING STYLES

Each student has a preferred learning style and, therefore, varies in the ways he or she receives, processes, recalls, applies and communicates information. Instructional planning and delivery must include careful assessment of individual developmental characteristics, skills, knowledge and learning style. Adjustments to course design and delivery may often be necessary to ensure that individual student needs are being met.

COGNITIVE DEVELOPMENT

Students are at various levels of concrete and formal operational thinking. Concrete operational thinking is one's ability to think logically about events and things in the context of immediate experiences. Formal operational thinking, in part, involves one's ability to generalize, infer and hypothesize. The following may assist teachers to enhance student development from concrete to formal (abstract) operational levels:

- identify what students currently know about a topic
- use concrete, physical objects or experiences
- apply a variety of questioning strategies designed to extend thinking to the formal operational level.

For example, use school government (students' union) to develop the concepts required to understand Canadian politics.

A variety of teaching strategies may be used to accommodate learning styles. To illustrate, instructions that are detailed or complex and depend heavily on short-term auditory memory might be presented in alternative forms. For example, pictures, diagrams or posted instructions will act as permanent external stimuli to help the student follow instructions accurately and successfully.

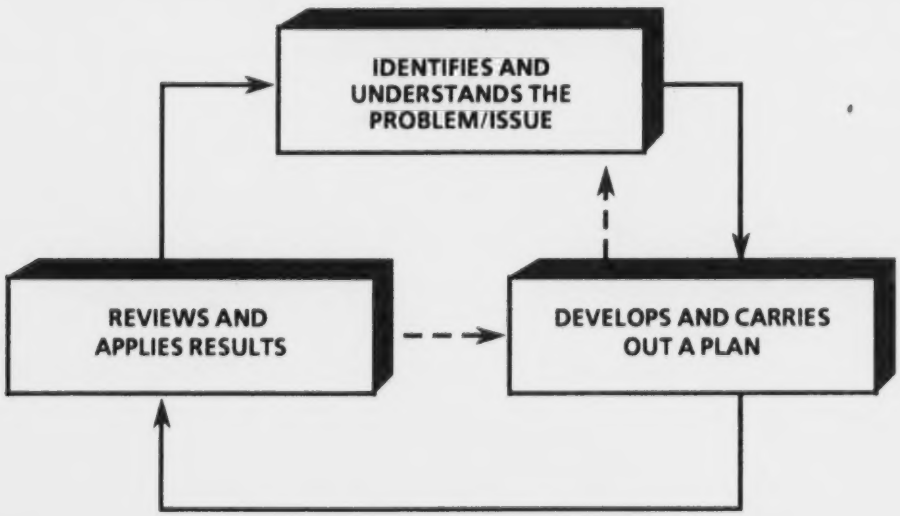
MEANINGFUL CONTEXTS

Social studies is learned through purposeful use and in meaningful contexts. Knowledge, skills and attitudes are integrated into relevant activities designed to enhance performance at home, at school, in the workplace and in the community. Since students may experience difficulty when transferring specific skills to more general contexts, an integrated teaching approach is emphasized. Thematic units have been developed to advance the goals and objectives of the Integrated Occupational Social Studies Program within meaningful contexts. Additional teaching strategies are developed in the *Social Studies 26 Program of Studies/Curriculum Guide*.

PROBLEM-SOLVING/DECISION-MAKING FRAMEWORK

Enhancing student ability to solve problems and make decisions is a major focus of the Integrated Occupational Program. Today's rapidly changing society requires that students apply a variety of skills to new and unfamiliar situations. Critical and creative thinking skills, such as locating, interpreting, organizing, evaluating and synthesizing information are to be used to enhance problem-solving and decision-making abilities. Opportunities must be provided for students to apply skills and strategies to a wide variety of situations in everyday life.

The problem-solving/decision-making model outlined should not be interpreted as consisting of fixed and rigid stages and strategies. Its use will depend on particular problems and individual students. Students will select strategies that are appropriate to the issue or problem. Students should recognize problem solving/decision making as a series of interrelated activities and thought processes that lead to an action or a solution.



The following guidelines may be of assistance when planning effective problem-solving/decision-making activities. Additional information is provided in the *Social Studies 26 Program of Studies/Curriculum Guide*.

- Nurture a positive atmosphere that fosters flexibility, acceptance and cooperative exploration of strategies to be used when solving problems and making decisions. A positive, open-minded, supportive approach is needed for thinking skills to develop and for students to take risks. Risk-taking may result in an increase in one's quality of life, an improved employment situation and increased self-esteem.

- Assist students to identify the problem or issue and/or one aspect of the problem or issue.
- Share the framework and strategies with students, and provide opportunities for students to modify the framework and strategies. The model provides structure to the overall process and to specific strategies that students may use at each stage of the problem-solving/ decision-making process.
- Encourage students to be creative and experimental in their approach to problem solving and decision making. The strategies in decision making and problem solving, while useful in the support and structure they provide, should not become inflexible algorithms in themselves.
- Present problem-solving/decision-making activities in context and/or in a skills-focused mini-unit as determined by student needs and abilities. Ensure that issues and problems are relevant to student interest, experience and everyday life, and that the cognitive demands of the issue/problem correlate with developmental levels of the student.
- Modify and vary the approach to problem solving/decision making to ensure that appropriate interest, participation and success levels are experienced by all students. Most students have an inherent desire to undertake the challenge provided by a problem. However, past experiences or present attitudes may prevent some students from accepting this challenge.
- Present situations that enable students to gain problem-solving/decision-making experiences that are transferable to other subject areas and everyday life.

PROCESS SKILLS AND INQUIRY STRATEGIES IN SOCIAL STUDIES

The development of process skills and inquiry strategies will assist students to internalize information and knowledge for long-term application, rather than acquire knowledge for superficial, short-term use. Students should be taught to recognize the varying goals of learning in order to evaluate when it is appropriate to use "short-term" memory strategies (e.g., to remember a telephone number until one can write it down) or "deep processing" strategies (e.g., when applying a skill in a variety of situations). Teachers are encouraged to teach strategies directly to expand students' ability to process information and to integrate both performance and process objectives in their theme planning. Numerous activities designed to enhance process/inquiry development are suggested in the Presentation of Content section of the *Social Studies 26 Program of Studies/Curriculum Guide* document and in the thematic units of this teacher resource manual.

Process skills assist one to acquire, evaluate and use information and ideas. Skills such as predicting, interpreting, applying, analyzing, synthesizing, evaluating and monitoring are used to process information. Process skills are combined and used in problem-solving and decision-making strategies.

Inquiry strategies help one answer questions, solve problems and make decisions using process, communication and participation skills. Critical and creative thinking skills are developed by providing students with many experiences in using strategies, such as problem solving and decision making. Many opportunities are provided within a topic/grade to solve problems and make decisions so that students learn the strategies and transfer the strategies to their own lives. A problem may be defined as any situation for which a solution is desired. An issue may be defined as a matter of interest about which there is significant disagreement. The disagreement can involve matters of fact, meaning or values.

Issues and questions may be investigated using a variety of different inquiry strategies and models. On occasion, a step-by-step approach may be best; at other times, a more flexible approach may be used. Problem-solving, decision-making and inquiry models are outlined in this *Social Studies 26 Teacher Resource Manual*. Teachers are encouraged to provide ample opportunities for students to apply numerous models in classroom and community partnership activities.

The following teaching strategies may be used to enhance the development of process skills and inquiry strategies:

- **Promote the use of a variety of questions and encourage reciprocal questioning behaviours:** To promote higher level thinking/increasingly difficult information processing, teachers and students must use questions that require one to apply, analyze, synthesize and evaluate information. Predicting, comparing, inferencing and appraising real-life situations develop higher level thinking skills. McNeil (1986)[1] found that comprehension processes were much more common when teachers asked: "What did you read that is so important that you want to remember it always?" rather than, "What did you read that you should remember for a test?"

- **Model strategies:** Teachers may model strategies for students by "thinking aloud" when applying a thinking strategy. Explicit teacher explanations are associated with higher awareness of lesson content and achievement. For example, when instructing students to determine the meaning of a word, the teacher may ask students to look for clues in the context, to remember that the context means all the words before and after the new word and to recognize that clues may be words in a different sentence close to the new word.

  The teacher may continue to talk about using the strategy, emphasizing the use of a mental process by suggesting that students put the clues together with what they already know about that word and decide on the meaning.

- **Apply strategies to common situations:** Learning becomes increasingly successful when applications can be made in all environments. For example, teachers may relate skimming and scanning techniques to reading want ads, sales flyers, newspapers and bus schedules.

Teachers are encouraged to provide opportunities for students to practise modelled strategies in class to ensure the use and transferability of these strategies. This teaching method will:

- promote attitudes and behaviours that enhance the use of thinking skills, such as:
  - being sensitive to the feelings and concerns of others
  - seeking to become more informed
  - striving for precision and clarity when writing and speaking.

- enhance student ability to apply problem-solving/decision-making approaches to a variety of situations by asking themselves questions related to identifying the problem, planning strategies, evaluating the plan and assessing personal performance.

- encourage students to recognize that they can regulate and monitor their learning behaviours, and thus control the outcomes. Achievement in class can be improved if students believe they can influence their performance by their own personal efforts. Strategies for self-management are provided in the Teacher Resource Manual.

- assist students to be conscious of their thought processes by providing opportunities to discuss behaviours and thinking processes with teachers and peers. Students may solve a problem in pairs and verbalize the thought processes involved while solving the problem.

Student growth may be enhanced when preferred learning styles are identified and accommodated in the classroom. Refer to the Process and Inquiry sections of this document for further information about learning styles.

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[1] McNeil, John. *Impact of Social Studies Tests and Textbooks on Mature Reading Comprehension*. Unpublished manuscript, University of California, Los Angeles, California, 1986.

INSTRUCTIONAL MEDIATION

Recent educational research has focused, in part, on instructional mediation and "teacher talk" in the classroom; in particular, during the development of process skills and inquiry strategies. Instructional mediation is an interactive process wherein teachers vocalize their interpretation of tasks and thinking processes to students and students construct their own interpretations of the tasks and thinking processes. This communication exchange stimulates the development of thinking skills by allowing teachers and students to contribute to a meaningful learning situation. Lectures, or one-sided explanations, rely on students to be self-mediating and supply meaning without the advantage of communication interaction.

Teachers using instructional mediation model behaviour that will assist students to select and make more efficient use of critical and creative thinking skills. Emphasis on a strategic view of tasks will encourage students to become increasingly independent in the processes and behaviours they use to solve problems and make decisions.

Mediation will enhance students' feelings of competency. Students need to see themselves as being successful. Students who feel competent, and who recognize their efforts as being effective in learning, are more likely to be persistent in attempting new tasks that are difficult. Students who feel incompetent and unsuccessful often require constant praise from external sources. Students who do not recognize that their efforts are effective in the learning process have limited performance goals and are hesitant to engage in any task at which they cannot quickly become successful. Teachers can encourage students to extend their learning goals by focusing mediation on the roles of continuous effort and strategy selection in achieving success.

To apply instructional mediation in order to create a classroom environment that will stimulate student use of thinking skills, the teacher should:

- assist students to identify, analyze and evaluate materials and personal performance
- assist students to pause, revise, edit and clarify at appropriate times
- model and encourage students to use vocalization of thought processes
- encourage persistence
- promote student use of appropriate questioning techniques.

Coaching is an appropriate strategy to use when assisting students to develop appropriate behaviour/process strategies and awareness of individual communication problems. A program where students acquire the abilities to ask questions, monitor and regulate involvement in social enterprises and maintain conversations may be much more beneficial to students than a program emphasizing rules and a series of isolated skills. **The classroom must provide a supporting, caring and trusting environment where taking risks to overcome learning difficulties is encouraged and accepted.**

EXPERIENTIAL APPROACHES TO SOCIAL STUDIES

Students' learning styles and diverse developmental levels suggest a multidimensional approach to learning, involving situations that may be experienced or simulated by students. Activities should be chosen on the basis of their familiarity and relevance to the student and student input. Understanding of abstract concepts can be best developed through a variety of tactile experiences involving social studies skills. An experiential approach of this nature suggests that instruction in social studies include:

- active student involvement
- activities that involve the concrete and formal levels of cognition and the transition between them
- activities that address individual developmental levels
- activities that promote an awareness and use of questioning strategies that enhance thinking.

Experiential approaches to learning are valuable because:

- learners are provided with the opportunity to observe, react to and evaluate common practical situations
- experiences furnish clues that will assist students to clarify meaning and provide foundations for concept formation
- learners will establish connections between social situations, communication skills and participation skills.

The table below lists several multidimensional experiences suitable for giving social studies learning concrete contexts.

EXAMPLES OF MULTIDIMENSIONAL EXPERIENCES[1]				
SENSING	VISITING	PERFORMING	MAKING	GROWING
touching smelling tasting hearing	field trips classroom guests theatre presentations	music gymnastics dance	meals pottery T-shirts bookends models	plants, animals cultures chemical formations
VIEWING	SHARING	DRAMATIZING	CRAFTING	CREATING
films television programs pictures sculptures animal behaviours	games artifacts discussions interviews demonstrations art works	real life roles mimes masks plays scenes monologues	clay wood paper cardboard cloth straws	designs posters poems games computer programs

Teachers are encouraged to begin instruction with concrete experiences. Experiences shared by students and teachers can become the springboards for further learning. For example, a guest panel discussion may become the catalyst for discussing, writing and researching; a tour of the local county council or legislative building may become the basis of a creative bulletin board display; and a role play of a courtroom lawsuit can provide new understanding of our legal system in action.

1. For permission to adapt and print copyrighted material, grateful acknowledgement is made to the following: Curriculum Development Branch, Ministry of Education, Province of British Columbia, for excerpts from *English as a Second Language K-12, Resource Book, Integrating Language and Content Instruction*, Volume 1, 1987, pp. 14, 15.

PLANNING AN INTEGRATED THEMATIC UNIT OF INSTRUCTION

Teachers are encouraged to consider a variety of factors when expanding upon an existing theme or developing a new thematic unit. The guidelines that follow provide structure and direction for developing units of instruction.

1. Identify a possible theme, based upon:
   - curriculum objectives, integration with other subjects, community needs
   - students' abilities/needs/interests
   - availability of suitable learning resources.

2. Determine a purpose for the theme and include appropriate:
   - thematic objectives
   - knowledge, skills and attitudes
   - integration across the curriculum
   - process/inquiry objectives.

3. Consider and select suitable resources:
   - books, pamphlets, monographs, films, videos
   - computer software and other technology
   - resources from other subject areas
   - community contacts
   - newspaper and magazine articles.

4. Design activities/strategies suited to the purpose and available resources:
   - separate activities into lessons with general and specific objectives
   - sequence the lessons.

5. Develop ongoing strategies to build community partnerships into the thematic unit, such as:
   - field trips and tours
   - guest speakers
   - demonstrations
   - news/media analysis.

6. Plan for evaluation:
   - student's self-evaluations
   - teacher's ongoing and summative evaluations
   - peer and parent assessments.

7. Share the unit:
   - celebrate achievement
   - provide thematic units to other teachers
   - expand, update and revise units, as they are used
   - develop strategies to evaluate the updated and revised activities with a variety of student groups.

ELEMENTS OF A DAILY LESSON PLAN

1. Generalization or Key Understanding
2. Topic
3. Purpose or Main Idea
4. Lesson Objectives
   a. Concepts
   b. Skills
   c. Attitudes
5. Learning Resources
6. Methodology
   a. Opening Activities
   b. Developmental Activities
   c. Closing Activities
7. Assignment
8. Time
9. Evaluation

A daily lesson plan is similar in structure to a unit plan. Some unit plans may be in the form of plans for daily instruction. The daily lesson objectives explain the purpose of the lesson by stating what is to be accomplished. The methodology presents a step-by-step outline of the procedures the teacher will use to meet the objectives and how the learning resources are to be used. The assignment and evaluation have several purposes, such as to give students opportunities to apply the concepts, skills and attitudes, to allow the teacher to give individual help and to provide opportunities for teachers and students to assess what has been learned.

The amount of information in a daily lesson plan will vary according to the activities planned.

Students should be informed of the purpose of every lesson. Teachers are encouraged to write the purpose or objectives on the chalkboard.

DAILY LESSON PLAN SAMPLE

Generalization or Key Understanding:
Topic:
Purpose/Main Idea: **Date:**

Lesson Objectives	Learning Resources/Materials	Methodology Strategies/Activities	Time (Minutes)
Concept:		Opener:	5-10 min.
Skills:		Development:	20-40 min.
Attitudes:		Closure:	5-10 min.
Evaluation: 5+ min. (will vary according to the nature, format and focus of evaluation)			

EVALUATION

Evaluation in Integrated Occupational Program courses should be based on a diagnostic/developmental approach. Teachers are encouraged to determine the current performance level of each student and organize for instruction accordingly. Various diagnostic programs, such as *Diagnostic Learning and Communication Processes Program (1990)* are available through Alberta Education, Learning Resources Distributing Centre (LRDC).

Evaluation methods should relate directly to specific course components and promote student growth. Teachers are encouraged to evaluate student progress relative to knowledge, skills and attitudes throughout the year using a variety of instruments and techniques. (See *Social Studies 26 Program of Studies/Curriculum Guide*, Evaluation, for additional information.)

EVALUATING KNOWLEDGE

Students need to be able to demonstrate an understanding of concepts, generalizations and key understandings based on factual information. Student ability to recognize and memorize factual content must be balanced with student ability to apply information. Knowledge can be evaluated by observing students as they solve problems, make decisions, hold discussions, write paragraphs and reports, complete tests and present information orally. Assessing student knowledge-based outcomes will provide information to teachers, parents and students relating to individual achievement. A variety of question types/levels should be used when evaluating student performance. (See Process, "Questioning Strategies" and "SCORER: Test-Taking Strategy".)

EVALUATING SKILLS

Students use many different skills every day in various situations. The teacher has numerous opportunities for evaluation by observing students using knowledge in a variety of activities, including research activities and inquiry strategies as well as informal testing situations. An effective method of evaluating skill development is to place the student in a situation that requires the use of a skill, and then to evaluate his or her performance. Checklists and samples of students' work are useful ways to assess skill development.

EVALUATING ATTITUDES

Evaluation of students' attitudes should be based on their growth in relation to the attitude objectives of the course. Direct observation of student behaviour and evaluation of oral and written responses to questions are two main approaches to evaluating attitudes. Information about attitudes can be collected by using an attitude scale that contains a series of positive or negative statements about a topic or issue. Observing student behaviour in a variety of situations, such as informal discussion and student self-evaluation may be used to appraise student attitudes. Checklists and anecdotal records are useful for recording attitude development. Record keeping helps teachers to compare attitudes held by students at the beginning and at the end of the unit or year. **Students' performance on attitude objectives should not be included in the summative evaluation used to calculate grades; rather, reporting should be descriptive**. Further, to avoid misunderstandings, teachers are encouraged to present data on attitude development during student-teacher or student, parent and teacher conferences.

EVALUATION CRITERIA

Teachers are encouraged to use the following criteria to design evaluation strategies, as well as the overall evaluation plan for each topic and each student. Evaluation strategies should:

- be constructive
- be a continual process
- include diagnostic, formative and summative measures
- be purposeful and connected to the teacher's and the course objectives
- encompass the full range of social studies objectives (knowledge, skills, attitudes)
- be a cooperative process involving active participation of students and teachers in identifying objectives
- evaluation should include a variety of techniques for obtaining information; e.g., observations, informal and formal tests, parent and pupil conferences, checklists, written assignments
- maintaining records to provide sufficient information for decision making
- inform parents and students of the goals and objectives of the course, the criteria used to evaluate and the methods of evaluation
- include judgments about the relationship between personal teaching style, instructional resources and student achievement
- comply with school and school jurisdiction policies.

The following categories briefly describe evaluation methods. The list is not inclusive; rather, it may serve to guide the evaluation process.

EXAMPLES OF INSTRUMENTS AND TECHNIQUES	COMMENTS OR DESCRIPTIONS
ANECDOTAL RECORDS	A continuous log or diary of student progress in written form. As a detailed record of specific observations, anecdotal records provide useful data for analysis and interpretation.
CHECKLISTS	Checklists serve to record performance levels in a variety of activities/situations, such as the completion of tasks associated with specific criteria and participation in group/individual activities. Checklists may be useful for peer, teacher and self-evaluation.
INTERVIEWS AND CONFERENCES	Student/teacher conferences may be used to move the student toward increased self-direction; to review an activity, unit or test, and to acquire student perceptions about progress, etc.
MEDIA	Teachers may tape-record tests to evaluate student listening skills and knowledge. Students may use tape-recordings to respond in a testing situation. Student performance may be videotaped for evaluation purposes.
OBSERVATIONS	Observing student behaviour in order to record performance on a checklist or to record data for an anecdotal report is a useful evaluation technique. The focus is usually an individual student or a select number of students undertaking an activity over a given time frame. Observation can include student responses to questions, use of time and materials, and participation in discussions and group activities.
SAMPLES OF STUDENT WORK	Samples of student work are collected and qualitative differences in student work over time are assessed using written work, reports, maps, tests, etc.

EXAMPLES OF INSTRUMENTS AND TECHNIQUES	COMMENTS OR DESCRIPTIONS
SELF- AND PEER EVALUATIONS	Peer evaluation is used primarily when assessing other students' participation skills in group activities. Self-evaluation can be used in relation to activities and assignments as well as group work. There should be follow-up to self-evaluation, such as a conference with the teacher.
SPECIFIC ASSIGNMENTS	Group activities, such as role playing, simulation games and panel discussions. Speaking activities, such as oral presentations, interviews and debates. Displaying/demonstrating activities, such as artwork, charts, graphs, tables and maps. Written assignments, such as paragraphs, reports and position papers.
QUESTIONNAIRES AND INVENTORIES	Questionnaires may include true/false, multiple choice, key-list, matching and/or sentence completion questions. Inventories provide checklists which may be related to the student's interests and attitudes. The choices provided to the stem of the question are scaled in terms of degree of favourableness or acceptability. Examples of useful inventory choices include: The Likert Scale – a 5-point key which may be used in connection with any attitude statement. Examples of the key are: strongly approve, approve, undecided, disapprove or strongly disapprove. **A summed score** may be established by weighting the responses to each statement from 5 for strongly approve to 1 for strongly disapprove. The Semantic Differential – uses descriptive words to indicate possible responses to an attitudinal object. The response indicates the direction and intensity of the student's beliefs from +3 (very favourable) through 0 (very unfavourable). Rank Order – a group of three or more items is presented which the student arranges in order of preference. This type of item is a cross between matching and key-list questions.
TESTS	Objective tests – matching, fill-in-the-blank, true/false, multiple choice, key-list questions. Free response tests – sentence answers, paragraphs, essays. Testing should be balanced with other evaluation instruments and techniques when determining marks for reporting purposes. Tests should be scheduled. Unscheduled tests may be used for diagnostic purposes, rather than for summative evaluation.

SELF- AND PEER EVALUATION

Self- and peer evaluation involves having students rate their own work or the work of others, using clearly defined criteria and guidelines supplied by the teacher. This process encourages students to examine their work in some depth, and facilitates the development of analytical and critical thinking skills. As students often perceive their classmates as more accepting of their thoughts and ideas than teachers, peer evaluation may reduce fear of failure and help students to develop confidence about expressing their ideas.

GUIDELINES FOR IMPLEMENTING SELF- AND PEER EVALUATION

- **Students need to be adequately prepared.** Provide clearly defined criteria and guidelines for students to use in assessing a piece of work (e.g., a checklist of what to look for, a list of simple questions that students should ask themselves or partner, a sample of appropriate material).

- **Provide students with concrete examples** of students' work that differ in quality, and explain how particular criteria and guidelines were used to determine each mark. Teachers may coach the class in marking a sample assignment, using established guidelines.

- **Organize for peer evaluation in partner situations or in small groups'** (3-5 students). Provide for an appropriate selection of students in each group by assigning membership rather than letting students form their own groups. Group membership may be changed from one peer evaluation session to another.

- **Throughout the process of self- and peer evaluation, encourage students to focus attention on:**
  - positive features of the work being evaluated
  - aspects of the work that are not clear, incomplete and/or incorrect
  - specific suggestions for improvement.

Additional information about self and peer evaluation is located in the generic section of this manual. Specific instruments regarding self- and peer evaluation are also in the generic section of this document. Review the Table of Contents.

CLASSROOM ENVIRONMENTS: EMOTIONAL AND PHYSICAL SAFETY

In keeping with the wide range of physical, social and emotional development among adolescents, social studies activities must be carefully planned with emotional and physical safety in mind. Teachers may be held liable for negligence of safety policies, regulations and practices.

EMOTIONAL SAFETY

To ensure the emotional safety of students, teachers should:

- use common sense
- model behaviour that demonstrates: a) a positive attitude toward emotional safety, b) respect for individual differences, and c) concern for physical and emotional safety of self and others
- be prepared to consult with appropriate persons when students make sensitive disclosures (guidance counsellor, parent, administrator, social services)
- be prepared to debrief students following activities leading to emotional disclosures and/or stress.

SENSITIVE ACTIVITIES

> **A child may be . . . emotionally injured if he or she is exposed to improper criticism, threats, humiliation, accusations, or expectations.** (*Information on The Child Welfare Act (Alberta) and The Young Offenders Act (Canada) for Educators, Parents, and Students.*)

Teachers must carefully assess planned activities with student emotional safety in mind and should never force students to participate in activities that are genuinely, emotionally threatening to them. This sensitivity must be particularly acute early in the year when students may be more unsure of themselves, their teachers and their peers.

DISCLOSURES

Students may disclose elements of their personal lives that appear to put them and the teacher in jeopardy. This information might be revealed in the form of journal/logbook entries, behavioural preoccupations, or personal confidences.

LEGAL OBLIGATIONS

Teachers must understand legal obligations in order to respond appropriately to these situations.

"The Code of Professional Conduct" states that:

> **"The teacher treats pupils with dignity and respect and is considerate of their circumstances."**
>
> **"The teacher may not divulge information about a pupil received in confidence or in the course of professional duties except as required by law or where, in the judgement of the teacher, to do so is in the best interest of the pupil."** (*The Alberta Teachers' Association Members' Handbook*)

The Provincial *Child Welfare Act* states that anyone:

> **". . . who has reasonable and probable grounds to believe that a child is in need of protective services shall forthwith report the matter to a director . . ."** of Alberta Social Services. (*Information on The Child Welfare Act – Alberta Education.*)

Also, anyone who does not report the matter to a director of social services:

> **". . . is guilty of an offence and liable to a fine of not more than $2,000.00 and in default of payment, to imprisonment for a term of not more than 6 months."**
> **"Also, the Act provides that any director of Alberta Social Services, who has grounds to believe that a professional – such as a teacher – did not report a child in need of protective services, is obliged to advise the proper governing body of the occupation or profession."** (*Information on The Child Welfare Act.*)

Local districts will have additional policies and protocol regarding the reporting of sensitive matters.

PHYSICAL SAFETY

To ensure the physical safety of students, teachers should:

- use common sense
- model behaviour that demonstrates: a) a positive attitude toward physical safety, b) respect for the physical environment, and c) concern for the physical and emotional safety of self and others
- prominently post local emergency telephone numbers adjacent to the telephone(s)
- ensure that students are supervised at all times
- become familiar with the health, safety and fire regulations of the district and province and continually practise and reinforce them
- become cognizant of and comply with school and district policies regarding accident reporting
- instruct all students about hazards involved in each activity at the outset and reinforce continually
- think ahead – plan carefully in order to ensure that activities are appropriate to the available space and class size
- regularly check all equipment in use.

Physical safety is not just a series of precautions to take at the beginning of the year, or a series of rules to post in the work area. Safety is a state of mind; something that is learned and never forgotten. Those people who are careful and always "think safe" will rarely injure themselves while they work. Good safety habits need to be learned early, reinforced often and remembered always.

WORKPLACE HAZARDOUS MATERIALS INFORMATION SYSTEM

The Workplace Hazardous Materials Information System (WHMIS) is a hazard communications program designed to protect workers across Canada from injuries and illnesses caused by exposure to chemicals. The program uses federal and provincial legislation to ensure the labelling of hazardous materials, the provision of material safety data sheets by suppliers of hazardous materials and worker education/instruction programs.

Posters, booklets and pamphlets that describe features of WHMIS are available free of charge from the nearest Regional Office of Alberta Occupational Health and Safety.

Other resource materials on WHMIS include a videotape *WHMIS: Working for You* and a reference manual *WHMIS Core Material: A Resource Manual for the Application and Implementation of WHMIS (1989 Revised Edition)*. These materials can be ordered through the Alberta Association of Safety Personnel/Canadian Society of Safety Engineers Provincial Body, P.O. Box 262, Main Post Office, Edmonton, Alberta, T5J 2J1.

SCOPE AND SEQUENCE: SOCIAL STUDIES 26

Primary goals of the Integrated Occupational Social Studies 26 Program are to enhance students' self-esteem and provide opportunities for students to develop into responsible citizens. A responsible citizen is one who is knowledgeable, purposeful and makes responsible choices. Responsible citizenship includes:

- understanding the role, rights and responsibilities of a citizen in a democratic society and a citizen in the global community **(knowledge)**
- participating constructively in the democratic process by making rational decisions **(skills)**
- respecting the dignity and worth of self and others **(attitudes)**.1

Achieving competence in social studies is a developmental process acquired as skills and related knowledge and attitudes are refined and expanded over time. Knowledge, skill and attitude objectives are interrelated and should be addressed simultaneously.

The scope and sequence chart provides an overview of the knowledge, skill and attitude objectives to be developmentally and simultaneously addressed in Social Studies 26. Flexibility in organizing prescribed knowledge, skills and attitudes in keeping with student abilities, interests and needs, and available resources is encouraged. **Current affairs are to be addressed throughout the year as they apply to the knowledge, skills and attitudes under study.**

KNOWLEDGE OBJECTIVES

Knowledge objectives are listed in the scope and sequence chart as generalizations and key understandings. Related concepts, facts and content are incorporated into the learning objectives which are shaded in the *Social Studies 26 Program of Studies/Curriculum Guide*. A generalization is a rule or principle that shows relationships between two or more concepts. A key understanding is a statement of a major understanding related to the content of the unit. A concept is an idea or meaning represented by a word, term or other symbol that stands for a class or group of things. Facts are parts of information that apply to specific situations; for example, specific statements about people, things, events or ideas. Knowledge objectives are organized according to the following themes:

- Theme A: You and the Canadian Identity
- Theme B: Canada and You in the World
- Theme C: Career Trends and You.

SKILL OBJECTIVES

Skill objectives are listed in the scope and sequence chart following the knowledge objectives. Process, communication and participation skills and inquiry strategies are interdependent and may be taught within the suggested themes outlined in this document and the *Social Studies 26 Program of Studies/Curriculum Guide*, or within locally developed themes. The thematic structure facilitates interdependency, resulting in an integrated social studies program. A chart illustrating the skills to be developed and reinforced at each grade level follows the scope and sequence chart.

Students differ in the rate at which they acquire skills. Successful sequencing involves altering and adjusting learning tasks to suit the individual student's needs, interests and growth patterns. The sequence should begin with the present performance of the student, lead to the diagnosis of problem areas and focus on promoting social studies growth.

The skills to be developmentally addressed at each grade level throughout the social studies program and integrated with knowledge and attitude objectives, are organized as follows:

PROCESS SKILLS: Process skills enable the learner to gather, organize, appraise and apply information and ideas. Students will be expected to use reading, listening and viewing skills to locate, interpret, organize, analyze, synthesize and evaluate information in keeping with their abilities.

COMMUNICATION SKILLS: Communication in social studies involves expressing and presenting information and ideas. Students will be expected to use speaking and writing skills to convey information and express ideas, thoughts and feelings.

PARTICIPATION SKILLS: Participation skills enable the learner to apply process and communication skills to interact with others. Students will be expected to recognize the purpose of group activities and enhance the purpose through appropriate use of participation skills.

INQUIRY STRATEGIES: enable the learner to use process, communication and participation skills to answer questions, solve problems and make decisions. Students will be expected to:

- use critical/creative thinking to solve problems, make decisions and answer questions
- examine the processes whereby decisions affecting themselves and society are made
- use appropriate inquiry models to answer questions, solve problems and make decisions.

ATTITUDE OBJECTIVES

Attitude objectives follow the skill objectives and are listed, relative to the three themes/topics of the course. Students should participate in activities that help develop positive attitudes toward one another and society, and encourage the examination of the perspectives of others.

The attitude objectives describe a way of thinking, feeling or acting and are developed through a variety of learning experiences that encompass knowledge and skill objectives. These experiences include participation in specific activities, the development of positive attitudes toward one another and learning in an atmosphere of free and open inquiry. Attitude objectives should receive continuous and **informal** evaluation.

The development of the positive attitudes needed for responsible citizenship is a gradual and ongoing process. The attitude objectives for social studies, which students should develop, include:

- positive attitudes about learning
- positive and realistic attitudes about one's self
- attitudes of respect, tolerance and understanding toward individuals, groups and cultures in one's community and in other communities (local, regional, national, global)
- positive attitudes about democracy, including an appreciation of the rights, privileges and responsibilities of citizenship
- an attitude of responsibility toward the environment and community (local, regional, national, global).

Teachers are encouraged to refer to the *Social Studies 26 Program of Studies/Curriculum Guide*. The thematic approach presented in this document and in the *Social Studies 26 Program of Studies/Curriculum Guide* provides the integration of social studies knowledge, skills and attitudes.

The Integrated Occupational Social Studies Program focuses on expanding the application of skills, developing attitudes and acquiring knowledge introduced in preceding grades within new contexts.

SOCIAL STUDIES 26: KNOWLEDGE OBJECTIVES

The generalizations and key understandings, concepts and facts listed in this thematic unit are presented as an outline of the required content and help to organize the knowledge objectives. **The generalizations and key understandings are the most important knowledge objectives.** The concepts, related facts and content should be developed and used to facilitate an understanding of the generalizations and key understandings.

GENERALIZATIONS AND KEY UNDERSTANDINGS	CONCEPTS	RELATED FACTS AND CONTENT
THEME A: YOU AND THE CANADIAN IDENTITY		
Students will be expected to understand that:	Students will be expected to develop an understanding of the following concepts:	Students will be expected to use the related facts and content to develop the generalizations, key understandings and concepts.
• Canada is a community with diverse social, cultural and economic dimensions	pluralism diversity regionalism population distribution disparity	Identify various cultural, ethnic, economic and religious groups, and relate these groups to the pluralistic nature of Canada. Examine the geography of Canada and relate geography to Canadian diversity and regionalism: • resource and industry distribution • population distribution. Briefly review history of Canada and relate history to Canadian diversity and regionalism. Identify socioeconomic indicators that illustrate disparity and relate these to familiar communities: • unemployment rates • educational and training levels • per capita income • cost/standard of living.
• social, cultural and economic factors foster a sense of Canadian community	unity community interdependence compromise equalization multiculturalism bilingualism	Select and examine institutions and service systems that contribute to national unity: • transportation • medicare • communication • education • government • leisure, such as sports, music, art.
• the Canadian identity is shaped by a variety of factors arising from geography and history	cultural mosaic identity	Examine a variety of factors that relate to Canadian identity: • national symbols • values • personal and others' perceptions of Canada • Canadian family tree – first peoples – French and English – other cultural groups • population distribution by cultural background.

GENERALIZATIONS AND KEY UNDERSTANDINGS	CONCEPTS	RELATED FACTS AND CONTENT
THEME A (continued)		
• community, provincial and national identity influence personal identity	personal identity	Examine one's interaction with others to understand their influence on personal identity: • family, community groups and activities • majority/minority groups • leisure activities and interests • personal history.
• an individual's cultural identity is influenced by interaction with others.	cultural identity	
THEME B: CANADA AND YOU IN THE WORLD		
Students will be expected to understand that:	Students will be expected to develop an understanding of the following concepts:	Students will be expected to use the related facts and content to develop the generalizations, key understandings and concepts.
• Canada has evolved as a nation	independence sovereignty	Review key historical events that contributed to Canada's development as a sovereign nation, such as • BNA Act, 1867 • Constitution Act, 1982. Explain economic and cultural sovereignty using a specific example, such as: • foreign investment • free trade • control of surrounding waters • acid rain or other pollution issues • Arctic/Native sovereignty • media • recreation, music.
• Canadian security has been achieved and is maintained through alliance, agreements and independent action	alliances	Briefly examine historical and current military involvements, such as: • Canada in the British Empire • NATO • NORAD • entering WWII • Middle East conflict.
• Canada works cooperatively and collectively with other nations, and within world agencies and organizations • Canada's interactions with other countries and world organizations influence the way Canadians feel about themselves.	internationalism	Select and examine examples of Canada's international involvements, such as: • United Nations • foreign aid programs • Commonwealth • sports.

GENERALIZATIONS AND KEY UNDERSTANDINGS	CONCEPTS	RELATED FACTS AND CONTENT
THEME C: CAREER TRENDS AND YOU Students will be expected to understand that: • cultural, social and economic factors influence employment opportunities • national and global events may influence community employment opportunities • community partnerships prepare one for future employment.	Students will be expected to develop an understanding of the following concepts: career trends primary, secondary and tertiary industries quality of life	Students will be expected to use the related facts and content to develop the generalizations, key understandings and concepts. Examine employment opportunities available in the community, province and country. Relate cultural, social and economic factors to employment opportunities: • resource distribution • population distribution • industry distribution. Relate community partnership experiences to personal, community, provincial and national needs. Examine community partnership sites, goals, values and quality of life.

SKILL OBJECTIVES

Social studies skills are organized into process, communication and participation categories. Inquiry strategies are included to emphasize the fact that skills are interrelated and often developed together. Students will be expected to develop the ability to use:

PROCESS SKILLS to:
- select appropriate sources of information on an issue or problem
- gather, identify, organize and use relevant information from print and non-print sources
- distinguish between fact and opinion
- identify bias in various sources
- analyze and evaluate a variety of solutions to a problem or issue
- compare a variety of viewpoints on issues or problems
- organize information/material in preparation for a specific task
- select appropriate sources of employment information.

COMMUNICATION SKILLS to:
- discuss issues by identifying key points and supporting details
- express and defend ideas in oral and written form
- convey information and express ideas using a visual format
- discuss and defend a point of view
- report on research results.

SKILL OBJECTIVES (CONTINUED)

PARTICIPATION SKILLS to:

- interact and work effectively with others in a variety of group settings
- participate in group decision making and problem solving
- interact and work effectively with others in proposing and discussing alternative solutions to issues or problems
- work at individual tasks in a group situation.

INQUIRY STRATEGIES to:

- apply critical and creative thinking skills when solving problems and making decisions
- evaluate the effect of particular decisions made by the government, institutions and individuals.
- examine and consider alternatives before making a decision
- assess the consequences of taking a particular course of action
- use appropriate inquiry models to answer questions, solve problems and resolve issues
- make decisions, consider alternatives and support personal choices.

ATTITUDE OBJECTIVES

The nature of social studies requires the examination of values and the enhancement of positive attitudes among students. While attention should be given to developing as many desirable personal characteristics and attitudes in students as possible, some attitudes need to be identified for particular emphasis in each topic. Students should participate in activities that help develop positive attitudes toward one another. Learning should take place in an atmosphere of free and open inquiry.

Students will be encouraged to develop:

- appreciation of the need for discussion, cooperation and compromise to resolve conflicts, make decisions and solve problems
- preference for peaceful resolution of conflict in personal relations and in society as a whole
- respect for the rights of others to express alternative points of view
- willingness to accept responsibility for the consequences of one's actions
- appreciation of and a respect for the rights of self and others
- a commitment to continue to enhance social, emotional, ethical, physical and intellectual personal growth
- appreciation for the quality of performance and products of self and others
- an appreciation for enhancing knowledge, skills and attitudes to meet employment requirements in our changing society
- respect for and appreciation of the uniqueness of Canada
- appreciation of our evolving Canadian heritage
- respect for the many cultural groups in Canada
- appreciation of Canada's role as a nation in an interdependent world
- openness to new ideas and opinions about the nature of Canadian society
- sensitivity to what being Canadian means to people in various regions of Canada
- continuing interest in national, political, social and cultural affairs in Canada.

SOCIAL STUDIES 16-26
SKILL DEVELOPMENT CHART

The program of studies identifies the skills that should be emphasized in each topic. The purpose of the Social Studies 16-26 Skill Development Chart is to identify the specific skills to be developed and reinforced, and to indicate where most students are expected to be regarding skills at each grade level.

The Social Studies Skill Development Chart suggests a general plan for continuity in skill development for Social Studies 16-26 that builds upon skills introduced and developed in the junior high school program. The chart provides a suggested placement of each skill; however, the format does not reflect how students learn or how the skills should be taught. The teacher determines the actual introduction of a skill based on the needs and nature of the learner. It is expected that the teacher will develop the skills in an integrated fashion so that the interrelationships between and among these skills will be understood and applied by students. Most of the skills are a shared responsibility of social studies and other subject areas and may be introduced, developed or reinforced in other subjects as well. The categories of skills are as follows:

PROCESS SKILLS – skills that enable one to acquire, evaluate and use information, such as LOCATING, INTERPRETING, ORGANIZING, ANALYZING, SYNTHESIZING, EVALUATING.

COMMUNICATION SKILLS – skills that enable one to express and present information and ideas through ORAL, VISUAL, and WRITTEN language.

PARTICIPATION SKILLS – skills that enable one to interact with others and include INTERPERSONAL RELATIONS, GROUP PARTICIPATION and SOCIAL AND POLITICAL PARTICIPATION.

INQUIRY STRATEGIES – combinations of skills that enable one to answer questions, solve problems and make decisions, and involve CRITICAL THINKING, CREATIVE THINKING, PROBLEM SOLVING, DECISION MAKING and SOCIAL INQUIRY PROCESSES.

SKILL OBJECTIVES

The skill objectives are grouped into categories for organizational purposes; however, some of the skills may fit into more than one category. **The skills are not intended to be developed separately or sequentially as illustrated but are to be developed in conjunction with the knowledge and attitude objectives.**

Skills are best taught in the context of use rather than in isolation, and are best learned by students practising them. It is important that students be provided regular opportunities to practise skills in a variety of contexts. In a few instances, appropriate resources may not be available (e.g., access to computer networks) and skill expectations and development expectations must be adjusted accordingly.

The skills organization is similar to the format in the junior high program, but the wording and presentation of the specific skills have been changed to reflect the expectations of the Integrated Occupational Program. This chart also includes inquiry strategies and suggestions for developing critical and creative thinking.

SOCIAL STUDIES 16	SOCIAL STUDIES 26

PROCESS SKILLS

Locates reference materials in the library as sources of information:

- Identifies possible sources and locations of information.*
- Uses the library catalogue to locate references related to a topic.
- Locates materials, using the Dewey Decimal System.
- Uses periodical indexes such as the Canadian Periodical Index to locate information.
- Uses social science references including atlases, almanacs, encyclopedias, yearbooks, and dictionaries, to obtain information.

Uses reference materials to find information:

- Uses title, table of contents, index, glossary and appendix to find useful information.
- Uses chapter and section headings, topic sentences and summaries to identify information.
- Locates information in references, using volume letters, key words and indexes.
- Selects passages pertinent to the topic being studied.

Uses newspapers, periodicals and pamphlets as sources of information for a study:

- Becomes aware of the wide range of periodical material as sources of information.
- Selects important news items pertinent to topics of study.
- Organizes periodical material to support class activities.

Reads to acquire information:

- Reads materials to get literal meaning of text.
- Adjusts rate of reading to suit material and purpose.
- Identifies relevant terms and information.
- Uses context clues to gain meaning.
- Reads for a variety of purposes.
- Differentiates between main and related ideas.
- Recognizes relationships including sequence, cause, effect, space, place and time.
- Interprets what is read by drawing inferences.
- Summarizes information in order to fulfil one's purpose.
- Selects information in order to fulfil one's purpose.

Listens and observes to acquire information:

- Listens and observes with a purpose.
- Identifies a speaker's purpose.
- Identifies key ideas in a presentation.

* Statements that extend across both the 16 and 26 columns are to be introduced and developed at the 16-level, and reinforced and applied within new contexts at the 26-level.

SOCIAL STUDIES 16	SOCIAL STUDIES 26

PROCESS SKILLS (continued)

- Relates information gained through listening and observing, to information gained from other sources.
- Reserves judgment until a presentation has been heard or observed.
- Notes ideas while listening to and observing a presentation.

Gathers information from field studies and interviews:
- Identifies the purpose of field study or interview.
- Plans procedures, rules of conduct, questions, and determines information to be gained.
- Develops effective interviewing procedures including the use of appropriate questions.
- Records, summarizes and organizes information obtained.

Gathers information using computers, telephone and television information networks:
- Operates a computer to enter and retrieve information from a variety of sources.
- Accesses information through networks, data banks, and on-line sources.
- Uses word processing programs to organize information.

Interprets information:
- Translates written and printed materials into terms meaningful to oneself.
- Selects main ideas, key points and supporting points.
- Classifies data by topic.
- Identifies and states the central issue in a topic in one's own words.
- Predicts outcomes based on factual data.
- Recognizes cause and effect of relationships.
- Notes trends and predicts what might happen.
- Recognizes there are various interpretations of data.
- Translates data by presenting information in different forms, such as maps, time lines or diagrams.

Interprets graphs, charts, tables and diagrams:
- Obtains information from a wide variety of graphs, such as line, multiple line, horizontal bar, vertical bar and divided circle.
- Interprets graphs, charts and tables presented in course materials.
- Identifies relationships among data presented in graphs, charts and tables.
- Relates data obtained from graphs, charts, tables and diagrams to other data.

Interprets pictures, photographs and cartoons:
- Recognizes cartoons and pictures as sources of information.
- Determines main ideas and identifies detail in pictorial material.
- Uses picture clues, titles and captions to aid comprehension.
- Interprets the point of view expressed in cartoons.

SOCIAL STUDIES 16	SOCIAL STUDIES 26

PROCESS SKILLS (continued)

Interprets visual materials such as art, television, film and drama:
- Uses visual materials as sources of information.
- Describes the content of material.
- Determines the main and related ideas in visual material.
- Identifies the purpose and message of visual communication.

Interprets maps, globes and air photos:
- Uses a variety of maps for a variety of purposes.
- Interprets and uses map legends and map symbols on a variety of maps.
- Recognizes features shown on contour maps and air photos.
- Recognizes that relief drawing, colour relief, and contour lines represents the characteristics of an area.
- Orients oneself to the relative location of places and direction from place to place.
- Determines distance and compares distances on maps by using different scales.
- Locates places and features, using a grid system such as latitude and longitude or letter key systems.
- Uses geographic terminology to describe physical features and geographic features.
- Reads and interprets information from specialized maps such as thematic maps and distribution maps.
- Identifies and interprets patterns and relationships among geographic data.
- Recognizes relationships among locations of cities, water bodies, continents and countries.
- Interprets relationships of data relative to locations of settlements, natural resources, industries, trade, etc.
- Uses sequences of maps to show change; e.g., boundaries, population shifts, historical developments.
- Constructs simple maps of an area to show geographic relationships.

Understands time and chronology:
- Identifies an event as part of a chronological series of happenings.
- Arranges related events and ideas in chronological order.
- Organizes historical information by making simple time lines and flow charts.
- Identifies immediate causes and underlying causes of historical events.
- Identifies relationships among historical events.

Organizes information:
- Selects relevant factual data for a particular purpose.
- Records information in note form to show organization of ideas.
- Makes an outline of a topic from material read, heard or viewed from multiple sources of data.

SOCIAL STUDIES 16	SOCIAL STUDIES 26

PROCESS SKILLS (continued)

- Organizes material to answer questions from material heard, viewed or read.
- Sorts information into categories according to specific criteria.
- Composes headings or titles for information summarized.
- Compiles a table of contents to show order.
- Organizes data in visual form – tables, graphs and charts.

Analyzes information:

- Compares accounts to see if they are identical, similar, related or unrelated.
- Distinguishes between fact and fiction, fact and opinion, and fact and value.
- Detects bias or propaganda in data presented.
- Identifies point of view or perspective.
- Recognizes the authority and expertise of sources.
- Examines arguments for consistency and contradiction.
- Determines whether evidence assembled is accurate and relevant to a topic.
- Recognizes underlying assumptions of a statement or position.
- Determines values underlying a position.
- Applies appropriate models such as diagramming, webbing, concept maps, retrieval charts and flow charts to analyze data.

Synthesizes information:

- Summarizes material presented.
- Restates major ideas of a topic in concise form.
- Draws inferences from data.
- Develops concepts from descriptive data.
- Draws generalizations by recognizing relationships between concepts.
- Relates significant ideas to support a point of view.
- Formulates opinion based on critical examination of information.
- Proposes a new plan of action or operation.
- Develops information in visual forms such as charts, graphs, diagrams or models to support a point.
- Formulates alternative answers, solutions, conclusions or decisions to a problem.

Evaluates information:

- Evaluates the desirability and feasibility of alternative solutions, decisions or actions.
- Evaluates the process used to arrive at an answer, solution, conclusion or decision.
- Considers which source of information is more acceptable and why.
- Evaluates the adequacy of information about an issue.
- Recognizes the reliability and validity of information – source, objectivity, accuracy, currency, consistency.

SOCIAL STUDIES 16	SOCIAL STUDIES 26

COMMUNICATION SKILLS

ORAL

- Develops and uses vocabulary appropriate to course content.
- Speaks to the topic in discussion.
- Defends point of view through oral presentation.
- Expresses ideas with confidence.

- Expresses thoughts clearly in oral form, to an increasing variety of audiences, for a variety of purposes.
- Communicates effectively in a variety of situations – group, panel, formal debate, seminar, forum.
- Delivers information in oral presentations with the aid of prepared notes.
- Develops facility in communicating orally through audio and visual media.

VISUAL

- Selects and uses an appropriate medium for presenting ideas.
- Constructs appropriate visual aids such as maps, charts, graphs, pictures, illustrations and time lines, to support ideas.
- Produces and displays information using a variety of methods, such as models, murals, collages, dioramas, artwork, cartoons, films, slides and videotapes to show understanding.

WRITTEN

- Writes ideas in correct sentences in one's own words.
- Expresses ideas in clear, coherent paragraphs.

- Writes multiple paragraph compositions about a topic.

- Uses various methods for developing a piece of writing, such as providing reasons, examples and comparisons, and sequencing appropriately.

- Writes short reports and research papers.
- Writes independently to express one's views.
- Writes to support a position, using factual details or other methods of support such as examples and quoting authorities.

- Selects role, audience, format, topic and verb forms to express ideas for various purposes.
- Revises and edits written work to achieve one's purpose.

- Credits quoted and paraphrased material in writing – footnotes.
- Prepares a bibliography of sources used in research.

- Maintains well-written notebooks and class records.

SOCIAL STUDIES 16	SOCIAL STUDIES 26

PARTICIPATION SKILLS

INTERPERSONAL RELATIONS

- Shows respect for the rights and opinions of others.
- Interacts with others in accordance with social rules.
- Demonstrates willingness and ability to interact with others.
- Responds voluntarily to the needs of others in distress.
- Offers encouragement and approval to others.
- Resolves conflict through compromise and cooperation.
- Demonstrates the ability to disagree in an acceptable manner.
- Displays self-confidence and self-control.
- Develops independent work habits.
- Works independently and effectively.
- Seeks help when required.

GROUP PARTICIPATION

- Works effectively with others in a variety of group settings.
- Participates in setting goals, rules and guidelines for group work.
- Demonstrates an ability to follow group rules, keep to the task and abide by group decisions.
- Accepts the role of leader or follower, as the situation requires.
- Contributes to group processes by providing supporting ideas, extending ideas, paraphrasing ideas and working toward consensus.
- Makes meaningful contributions to discussion and group work.
- Participates as a group member in organizing and planning activities and in making decisions.
- Participates in persuading, compromising, debating and negotiating to resolve conflicts and differences.
- Distinguishes between work that can be done efficiently by individuals and that which calls for group effort.
- Identifies, develops and applies leadership abilities.

SOCIAL AND POLITICAL PARTICIPATION

- Keeps informed on issues that affect society.
- Identifies situations in which social action is required.
- Becomes involved in social and political processes.
- Influences those in positions of power, to achieve social improvements.
- Exercises the responsibilities, obligations and duties inherent in a democratic way of life.
- Develops the personal commitment necessary for responsible community involvement.
- Employs public and private services to assist in solving individual or community problems.
- Develops self-direction and self-discipline required to achieve goals.

SOCIAL STUDIES 16	SOCIAL STUDIES 26

INQUIRY STRATEGIES

CRITICAL THINKING

- Distinguishes between facts and values.
  - Determines reliability of data.
  - Determines the accuracy of data.
- Distinguishes between relevant and irrelevant information.
  - Detects bias in materials.
- Considers personal values as a guide to decision making.
- Examines and assesses a variety of viewpoints on issues before forming an opinion.
- Examines evidence and considers alternatives before making a decision.
- Identifies, uses and evaluates various approaches to solve problems.

CREATIVE THINKING

- Brainstorms to collect novel and wide-ranging ideas.
  - Visualizes a unique way of performing a task.
- Predicts a trend in society.
  - Develops an analogy to show relationships in a new light.
  - Produces a model to demonstrate learning.
- States intuitive thoughts that may reveal new insights.
  - Develops innovative approaches in learning.
- Demonstrates independence of thought.

PROBLEM SOLVING

- Defines a problem/question.
- Develops questions or hypotheses to guide research.
- Gathers, organizes and interprets information.
- Develops a conclusion/solution.

DECISION MAKING

- Identifies an issue.
- Identifies possible alternatives.
- Devises a plan for research.
- Gathers, organizes and interprets information.
- Evaluates alternatives, using collected information.
- Makes a decision, plan or takes action consistent with position held if desirable or feasible.
- Evaluates the action plan and the decision-making process.

SOCIAL INQUIRY PROCESS

- Identifies and focuses on the issue.
- Establishes research questions and procedures.
- Gathers and organizes data.
- Analyzes and evaluates data.
- Synthesizes data.
- Resolves the issue (postpones taking action).
- Applies the decision.
- Evaluates the decision and process.

THEME A: YOU AND THE CANADIAN IDENTITY

OVERVIEW

Responsible citizenship involves one's ability to make knowledgeable, purposeful decisions, make responsible choices, respect the dignity and worth of self and others, and recognize that Canada is part of the global community. Students will investigate personal identity and the factors that influence and relate to personal identity, such as value systems, individuals, groups and institutions. In addition, students will investigate provincial, regional and national diversity, unity, identity and interdependency.

Relating abstract/unfamiliar knowledge to concrete/familiar knowledge will increase student learning and lengthen knowledge retention. Student understanding of diversity, unity, identity and interdependency will be increased when related initially to the student's familiar environment. **Consequently, this thematic unit reviews the physical, cultural, social and economic environments of the school and expands to include the community, province, region and country.**

PURPOSE: The purpose of this thematic unit is to enable students to:

- recognize many factors that influence diversity and unity
- identify factors contributing to personal identity
- relate personal identity to community, provincial, regional and national identity
- examine factors contributing to community, provincial, regional and national identity
- recognize the interdependent nature of individuals, communities, provinces and regions.

Current affairs are to be included to enhance the knowledge, skills and attitudes addressed within this thematic unit. **Geography** as it applies to current events and the promotion of global awareness, and Canadian diversity, unity, identity is included.

Social studies at the Grades 8 and 9 levels focuses on self, family and community. Social Studies 16 and 26 extend that focus to include understanding at the provincial, national and global levels. **Teachers are encouraged, however, to initiate understanding, using student experiences.** Relating knowledge, skills and attitudes to students' lives and building upon those personal experiences will enhance student ability to recognize how course content applies to the family, workplace, community, province, country and world.

Teachers are encouraged to review "Integration Across the Curriculum" and "Community Partnerships" at the end of this unit, and integrate appropriate suggested activities throughout the study of this thematic unit.

COOPERATIVE PLANNING among teachers is necessary to ensure the integration of skills, strategies and attitudes, and consistency of expectations. Continuous joint planning at the local level will facilitate the enhancement, rather than the duplication, of the knowledge, skills and attitudes students are expected to acquire.

KNOWLEDGE, SKILL AND ATTITUDE OBJECTIVES

KNOWLEDGE OBJECTIVES

THE GENERALIZATIONS AND KEY UNDERSTANDINGS, CONCEPTS AND FACTS LISTED WITHIN THIS THEMATIC UNIT ARE PRESENTED AS AN OUTLINE OF THE REQUIRED CONTENT AND HELP TO ORGANIZE THE KNOWLEDGE OBJECTIVES. THE GENERALIZATIONS AND KEY UNDERSTANDINGS ARE THE MOST IMPORTANT KNOWLEDGE OBJECTIVES. THE CONCEPTS, RELATED FACTS AND CONTENT SHOULD BE DEVELOPED AND USED TO FACILITATE AN UNDERSTANDING OF THE GENERALIZATIONS AND KEY UNDERSTANDINGS.

GENERALIZATIONS AND KEY UNDERSTANDINGS	CONCEPTS	RELATED FACTS AND CONTENT
Students will be expected to understand that:	Students will be expected to develop an understanding of the following concepts:	Students will be expected to use the related facts and content to develop the generalizations, key understandings and concepts.
• Canada is a community with diverse social, cultural and economic dimensions	pluralism diversity regionalism population distribution disparity	Identify various cultural, ethnic, economic and religious groups, and relate these groups to the pluralistic nature of Canada. Examine the geography of Canada and relate geography to Canadian diversity and regionalism: • resource and industry distribution • population distribution. Briefly review history of Canada and relate history to Canadian diversity and regionalism. Identify socio-economic indicators that illustrate disparity and relate these to familiar communities: • unemployment rates • educational and training levels • per capita income • cost/standard of living.
• social, cultural and economic factors foster a sense of Canadian community	unity community interdependence compromise equalization multiculturalism bilingualism	Select and examine institutions and service systems that contribute to national unity: • transportation • medicare • communication • education • government • leisure, such as sports, music, art.
• the Canadian identity is shaped by a variety of factors arising from geography and history	cultural mosaic identity	Examine a variety of factors that relate to Canadian identity: • national symbols • values • personal and others' perceptions of Canada • Canadian family tree – first peoples – French and English – other cultural groups • population distribution by cultural background.

KNOWLEDGE OBJECTIVES (continued)

GENERALIZATIONS AND KEY UNDERSTANDINGS	CONCEPTS	RELATED FACTS AND CONTENT
• community, provincial and national identity influence personal identity	personal identity	Examine one's interaction with others to understand their influence on personal identity: • family, school, community groups and activities • majority/minority groups • leisure activities and personal interests • personal history.
• an individual's cultural identity is influenced by interaction with others.	cultural identity	

SKILL OBJECTIVES

The skills listed below are emphasized in this section. Students will be expected to develop the ability to use:

PROCESS SKILLS to:
- select appropriate sources of information on an issue or problem
- gather, identify, organize and use relevant information from print and non-print sources
- distinguish between fact and opinion.

COMMUNICATION SKILLS to:
- discuss issues by identifying key points and supporting details
- express and defend ideas in oral and written form
- convey information and express ideas, using a visual format.

PARTICIPATION SKILLS to:
- interact and work effectively with others in a variety of group settings
- participate in group decision making and problem solving.

INQUIRY STRATEGIES to:
- apply critical and creative thinking skills when solving problems and making decisions
- evaluate the effect of a particular decision taken by the government.

ATTITUDE OBJECTIVES

The attitudes listed below are emphasized in this section.

Students should be encouraged to develop:
- appreciation of the need for discussion, cooperation and compromise to resolve conflicts and make decisions and solve problems
- respect for the rights of others to express alternative points of view
- respect for and appreciation of the uniqueness of Canada
- respect for the many cultural groups in Canada
- openness to new ideas and opinions about the nature of Canadian society
- sensitivity to what being Canadian means to people in various regions of Canada.

LEARNING RESOURCES

Teachers are encouraged to use a wide variety of resources to enhance students' learning. Materials used in Social Studies 13 may be appropriate for Social Studies 26 students. Regional and Urban Resource Centres, community/school libraries and government agencies may also provide resources suitable for Social Studies 26 students. The following resources have been developed and/or selected specifically for Social Studies 26.

- *Social Studies 26 Program of Studies/Curriculum Guide*.
- *Contact Canada*.

All or sections of the following:

Chapter 1	Your Space
Chapter 2	Beyond Your Space
Chapter 3	Landforms
Chapter 4	Climate
Chapter 5	Northern Character
Chapter 12	A Mosaic of People
Chapter 13	Population Challenges
Chapter 14	Cultural Change
Chapter 15	Urban Growth
Chapter 16	Urban Patterns
Chapter 17	Urban Life

- *Canadians in the Twentieth Century*.

Chapter 8	The Seventies and Beyond
Chapter 9	Toward the Twenty-First Century

SUGGESTED ACTIVITIES

In keeping with the idea that students will learn better if unfamiliar and abstract concepts are related to familiar and concrete experience, teachers are encouraged to identify "where the student is at" and use the information to help develop the course. The suggested activities in this thematic unit begin with the investigation of diversity, unity and identity within the school. As students understand diversity, unity and identity in relation to the school, the concepts will be applied beyond the school to the community, province, region and nation. Teachers are encouraged to realize that pacing is critical. Students will relate, synthesize and apply new information at differing rates.

e.g., Concept: Diversity

Familiar and concrete experiences, knowledge and skills.
- The diverse nature of the school:
  - physical resources, such as classrooms, offices, laboratories
  - human resources, such as teachers, teacher aids, secretarial staff
  - student activities, such as sports, clubs, committees.

Unfamiliar and abstract experiences, knowledge and skills.
- The diverse nature of the community (→region→Canada):
  - physical resources, such as natural resources, buildings and their uses, transportation facilities
  - human resources, such as individuals representing employment, cultural groups
  - community activities and organizations, such as sports teams, business associations.

Teachers are encouraged to select, modify and expand the suggested activities listed below in keeping with the abilities, needs and interests of students.

1. Provide opportunities for students to begin a Social Studies 26 portfolio. Have students contribute assignments, maps, graphs, quizzes, self- and peer evaluation forms, newspaper clippings, journal entries, etc., throughout the year.
   - Distribute a "Student Evaluation Record" (see Process) to each student to include in their social studies folders. Provide opportunities throughout the year for students to contribute marks and comments to their evaluation record.

2. Organize a variety of individual and group activities designed to review gathering, organizing, synthesizing, analyzing and evaluating information and ideas. (See Process, "Social Studies Skills: Process Skills".) These activities will enable:
   - teachers to observe student interaction
   - teachers to identify "where students are at"
   - students to become acquainted with each other and the teacher.

   Inform students that they will be applying the process skills that were addressed above throughout the Social Studies 26 course.

   - Distribute "Previewing a Resource" (see Process) and have students individually or in small groups preview *Contact Canada* or specific chapters.

3. Place posters with the words diversity, unity and identity on the bulletin board and have students brainstorm a definition of each term. Throughout the unit, encourage students to contribute newspaper articles, summaries of news items, journal selections, pictures, graphs, etc., which portray the three terms.
   - Include a classroom resource centre as part of the above activity, that would extend student input to include books, journals, artifacts, games, clothing, etc.

Identity

4. In keeping with the idea that students learn best when learning begins with what they know and where they are at, teachers may organize for instruction by focussing initially on the identity of the student. Therefore, students may examine factors that have contributed and contribute currently to "who they are".
   e.g., family
   friends
   interests – sports, music, movies, cars
   school
   geographic location in community
   cultural background.

   a. Provide opportunities for students to examine their value systems. Have each student make a list of personal responses to the question:
   "What is important to you?"

   b. Have students organize their list into several categories, such as:
      - These are important because they make me feel good, or I like them, or I need them . . .
      - These are important because they make me feel safe in my community, or they are important to everyone in the community . . .

   c. Have students organize themselves into small groups or pairs to examine their personal goals. (See Participation.)

d. Ask students to hypothesize how their identity may change over time:
e.g., Ask students to respond to questions, such as:
- What factors will contribute to your identity five years from now? Ten years from now?
- Five years from now, will you wear similar clothes and listen to the same music that you do presently?

e. Assist students to recognize that a school, a community, a province, a region and a country each have their own identities, and that throughout this thematic unit, students will examine factors that contribute to the identity of these areas. Use the following to assist students to relate personal identity, to identity of the school, community, etc., (See also p. 49.)

Personal Identity and contributing factors:	→	School, Community, Provincial, Regional or Canadian Identity and contributing factors:
- family		- diversity
- school		- unity
- community		- government
- activities		- groups, institutions and individuals.
- cultural background.		

SCHOOL

Diversity

5. a. Refer to *Contact Canada*, pp. 6-10 and have students obtain and/or draw the floor plan of the school, label the rooms, indicate directions, etc.
   - Alternative activity: Assign groups of students a wing of the school to draw using a predetermined scale. The floor plans would be attached to make one large school map.

   b. Have students compare and discuss the purposes and use of various rooms and/or sections of the school.
   e.g.,

Room/Section	Purposes
Food Science Laboratory	to learn about nutrition to cook to plan menus
Student Lounge/Cafeteria	to eat to visit friends to meet new people to relax
Library	to locate information and resources to complete homework to view audio/visual materials
Classrooms	to learn about specific subjects to write tests to watch films

   c. Inform students that they are examining differences or <u>diversity</u> in the school. Ask students to respond to the question, "What contributes to the diversity in the school?"

e.g., Have students compare:
- the science lab with the mathematics classrooms
- the teachers' lounge with the students' lounge
- the library with a classroom
- the art room with the theatre.

d. Provide opportunities for students, individually or in groups to write a one or two paragraph composition comparing two parts of the school. (See Communication, "The Writing Process", etc.)

6. a. Enhance the investigation of diversity to include school personnel. Have students brainstorm a list of the people involved with the school on a daily basis:
e.g., teachers, students, maintenance staff, cafeteria workers.

b. Have students develop ways to categorize the people they listed; according to what they do, the part of the school they work in, gender, ages, etc.

Teachers	Students
- courses they are teaching - extra-curricular school activities - years of teaching - out-of-school interests	- courses they are taking - additional school-related activities - peer group - out-of-school interests
Administration	**Cafeteria Staff**
- duties they perform - students they deal with - classes they teach - extra-curricular school activities - out-of-school interests	- duties they perform, e.g., cooking, using a cash register, ordering supplies and cleaning floors - out-of-school interests

7. Have students list the activities that students may become involved in at school, such as yearbook committee, Students' Union executive, sports teams and events, computer club.
- Have students investigate and compare the purposes and/or goals of each group. Students may discover that the various groups share some purposes/goals and differ extensively regarding other purposes/goals.
- Have students chart or graph the number of people involved in each club, committee, etc., and relate the groups to diversity within the school.

8. a. Reinforce the concept that diversity exists in the school by providing opportunities for students individually or in groups to gather and graph information about the facility and/or school personnel:
e.g., measure and graph the size of the rooms in the school
survey students and graph the results of a variety of questions, such as favourite sport, music, subject, food, movie; height, hair colour.
- Have students organize information on line, bar and/or circle graphs.

b. Provide opportunities for students to share their gathered and organized information in oral presentations. (See Process, "Organizing for Writing and Speaking" and "Vocabulary for Organizing, Speaking and Writing", and Communication, "A Sequence of Speeches".)

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- Have students discuss the advantages of people being unalike, and that the world may be fairly bland if everyone liked the same music, wore the same clothes, drove the same cars, etc.

c. Have students self- and peer evaluate presentations (see Evaluation in preamble, and Communication, "Peer Feedback" and "Speech Evaluation Guide").
   - Provide opportunities for students to self evaluate listening skills. (See Process and Participation.)

d. Have students use the facts gathered about their school, develop a generalization about diversity and write the generalization on the "diversity poster". (See Suggested Activity 3 and Process, "Generalizations in Social Studies".)
   e.g., Many factors contribute to the diversity within our school.

Unity

9. Initiate discussion about unity by providing opportunities for students to examine factors that contribute to the unity of various familiar groups, such as their own peer group, musical groups, work-related groups, etc.

10. Initiate an investigation about unity by encouraging students to respond to the questions, "What contributes to the unity of our school?" or "What makes our school a unit?"

    Responses may include:
    - students, teachers, parents and administrators are involved and share common goals
    - type/style of facility
    - education is financed through taxes
    - various groups and activities, such as sports, clubs and committees, contribute to the feeling and reality of unity.

11. a. Have students use critical and creative thinking to examine the significance of the school motto, mascot and/or logo. (See Process and Inquiry.)

    b. Provide opportunities for students to make posters representing the school motto, mascot or logo. Post these throughout the school.

    c. Encourage students to design a new school logo or modify the mascot. Have students use critical thinking to select the most appropriate ideas and present their ideas to student council members.

12. Provide opportunities for students to organize an activity designed to promote school unity:
    e.g., a pancake breakfast
    a rally where members of clubs, teams, committees are acknowledged
    a snow festival
    a radio program during noon hour.
    (See Participation, "Cooperative Learning", "Instruction in and About Small Group Discussions", etc.)

13. Have students develop a generalization about the school and unity and write this on a poster in the classroom (see Process, "Generalizations in Social Studies"):
    e.g., A variety of factors contribute to the unity of the school.

Identity

14. a. Write the following generalization on the chalkboard: "Diversity and unity within the school contribute to the identity of the school." Have students in small groups discuss the meaning and prepare to present their ideas to the class. (See Participation, "Instruction In and About Small Group Discussions, "Non-Verbal Cues" and "Verbal Non-Listening.")
    - Enhance the discussion, using the following:
        - If all teachers and all students were exactly alike, would the school be the same as it is now?
        - Would the identity of the school change from what it is now if all the rooms were the same size, colour, shape, etc.? If all the teams were exactly the same calibre? If everybody passed/failed all examinations? If everybody wore school uniforms or wore their hair, talked and acted the same?
    - Have students self-evaluate discussion performance. (See Participation, "Self-Evaluation in Group Discussions.")
    - See activity number 4, p. 45.

    b. Encourage students to recognize that similarities and differences in students' behaviour, clothing, interests, academic standing, athletic ability, etc., contribute to the identity of the school and make the school what it is.

15. a. Assist students to realize that identity involves:
        - how we feel about ourselves
        - how others feel about us
        - what we do.

        Read to students the following scenario and discuss the questions.

        The school basketball team entered a recent tournament. They played well and as a result placed second in the tournament. The team members were friendly and courteous to everyone they met. They encouraged each other during the game and they congratulated the teams who placed first and third by shaking their hands.

        i) What do you think about the behaviour of our team members?
        ii) What do you think students from the other schools feel about our team members?
        iii) What do you think students from the other schools feel about our school?

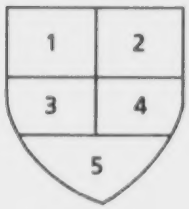
    b. Have students write a statement to describe their feelings about your school as if they were from another school.
        - Organize a visit to another school and have students write about their impressions of the school. (See Communication.)

    c. Provide opportunities for students to examine the interdependent nature of the school and the community.

16. Provide opportunities for students individually or in small groups to develop and post a school coat of arms. A coat of arms portrays the identity of the institution/group it represents and usually has three to five sections. Each section represents a facet of the total identity:

e.g.,

1. school personnel
2. motto
3. school activities
4. courses
5. facilities – building, equipment.



17. Have students use creative thinking skills to develop strategies designed to enhance school identity. Organize students into groups to carry out selected strategies, such as developing collages about school activities, advertising school activities, taking photographs and/or videos of school activities and helping produce a school newspaper.

18. Write the following generalization on the chalkboard, "Diversity and unity contribute to identity" and discuss its application in the school, the community and the workplace.

19. Evaluate student understanding of the concepts of diversity, unity and identity using a variety of strategies and instruments. Refer to Evaluation, pp. 20–23, and the generic skills section for information and examples of techniques and instruments.

Note: The previous activities were designed to relate diversity, unity and identity to experiences within a very familiar environment. The following activities will assist students to apply the concepts of diversity, unity and identity beyond the school to the community, province and various regions of Canada. The concepts of pluralism and regionalism will also be investigated.

COMMUNITY

Note: The suggestions in this section focus on identifying, locating and determining the purpos ction of community resources. Students will work in groups to gather inform about community resources, enabling them to access institutions, groups and individuals when required.

Teachers are encouraged to monitor group behaviour and make use of interpersonal development activities from the Participation section of this document. (See also Process, "Observational Checklists".) Provide opportunities for students to self- and peer evaluate performance and to apply critical/creative-thinking, problem-solving and decision-making strategies to manage group activities. ***Assist students to develop attitudes conducive to responsible citizenship, such as respect for the opinions of others.*** *(See Communication, "Peer Feedback" and Process, "A Problem-Solving/Decision-Making Framework for IOP", "Critical/Creative Thinking Strategies", "Semantic Webs and Maps", etc.)*

Teachers are reminded that the processes involved when interacting in a group, solving problems, making decision, resolving conflicts, etc., are as important as gaining knowledge about the community. *(See Participation, "Interpersonal Development", "Dealing With Anger" and "I Feel Statements".)*

This section focuses on six dimensions of resources within the community. Additional resources may be included in keeping with local circumstances. The six areas of study include:

- *Leisure Activities and Interests*
- *Transportation*
- *Medical System*
- *Social Services*
- *Education*
- *Communication.*

20. Have students organize into six groups or use a sociogram and other criteria to organize students. (See Participation, "Sociograms".)
    - Alternative: Write the resource areas on the chalkboard and have students select and write their first and second choices on paper to be handed in. Organize groups according to the responses.

    Students will remain in these groups throughout this community section. Evaluation will include teacher, peer and self-assessment of group participation skills. (See Participation.)

21. a. Have students select bulletin board space and/or a section of the classroom to which they can contribute materials relating to their resource area, such as newspaper and magazine articles, maps, artifacts, journals, pamphlets, brochures.

    b. Organize the classroom into six sections and have groups select an area to be used as "home base" for study. Students will combine as a total class unit when groups are delivering presentations.

22. a. Have group members brainstorm what they know about the resource area they have selected for study:
    e.g., locations, specific names, related institutions and businesses, services provided, employment opportunities.

    b. Have students list questions they would like answered about the resource area. (See Process, "Questioning Strategies" and Participation, "Forming Questioning Chains".)

    c. Provide opportunities for students to list what they know about the area they are researching and their questions on a poster, similar to the diagram below.

What I Know	Questions	Answers/New Information	Source of Answers/ New Information

    d. Encourage students to add questions, answers, new information and sources of information to the chart throughout this thematic unit.

23. Inform students that their responsibility is to provide information to classmates about the area under study and that the information should relate to the following:
    - purpose, function, organizational structure and funding
    - related institutions, businesses and agencies
    - diversity of the system across Canada

- whether the system aids in unifying Canada
- whether the system relates to the Canadian identity
- whether technology has influenced the service system
- whether the system influences the quality of life in Canada.

Write the above phrases on a poster for continuous reference.

24. Provide opportunities for students to develop a plan for investigating information, reporting information and evaluating knowledge, skills and attitudes. (See Resource 1: Research Work Plan.)
    - Use the following to assist students during the reporting process:

      Process, "Note-Taking Strategies"
      "Organizing for Writing and Speaking"
      "Vocabulary for Organizing, Speaking and Writing"

      Communication, "The Writing Process"
      "Writing a Report"
      "I-Search Report"
      "Computers and the Writing Process".

    a. Have students work in their groups to develop a plan. Write the following questions on the chalkboard to guide students in the development of their work plan.
       - Should we gather data on everything and make one presentation at the end, or should we focus on one area, report on that area, then investigate and report the next area, etc.?
       - Where and how should we gather information?
       - Should our reporting be in written, oral or visual form, or all three?
       - What should be our time frame?
       - How should we decide duties and roles within the group?
       - How should we be evaluated: self, peer and/or teacher?
       - What evaluation criteria should be used?

       The planning process may take several class periods. Teachers are encouraged to monitor group behaviour, provide feedback on occasion and initiate interpersonal skill instruction when appropriate. (Refer to Participation for additional information, activities and assessment instruments regarding interpersonal development.)

    b. Provide opportunities for students to share and combine group ideas to result in a class work plan. (See Resource 1: Research Work Plan.) Adjustments may be made to the class plan during this thematic unit.

    c. Post the class plan on the bulletin board for reference.

25. Provide opportunities for students to evaluate the process, work plan, group participation, evaluation criteria and procedure, etc. Make adjustments where necessary and continue through the additional stages.
    - Students may develop, peer, teacher and self-evaluation forms for future use. (See Communication, "Peer Feedback", "Speech Evaluation Guide", "Peer Response Sheet", "Viewing Response Sheet", "A Checklist for Assessing Writing" and Process, "Observational Checklists".)

    Encourage students to include community partnership activities in their plans: e.g., guest speakers, community surveys, field trips.

26. Assist students to take notes about the areas they are researching. (See Process, "Note-Taking Strategies", "Listening Response Sheet", "Reading Rates", and Participation, "Listening Survey".)

e.g., during presentations, discussions, while reading print materials or viewing films, videos.

27. Summarize and reinforce knowledge, skills and attitudes through activities that promote discussion about the interdependent nature of transportation, the medical system, social services, education, communication and leisure institutions.

28. Provide opportunities for students to use media sources and examine further current issues related to the resource areas, such as the influence of technology and oil prices.

29. Refer to Evaluation in the preamble to this document, pp. 20-23, and assess student progress throughout this thematic unit, using a variety of sources and methods.
    - Provide opportunities for students to self- and peer evaluate, and record their assessments on their "Student Evaluation Record" (see Process).

30. To reinforce the concepts of diversity, unity and identity, complete a series of activities (e.g., 5 through 18) using the individual or the urban/rural community. (See *Contact Canada*, pp. 10-17.)

REGIONS OF CANADA

Note: The following activities are designed to expand student understanding of diversity, unity and identity to the national level. Teachers are encouraged to enhance student understanding by relating unfamiliar information to familiar experiences. This section begins at the concrete cognitive level, e.g., developing maps, graphs and charts.

31. a. Provide students with maps of Canada in order to investigate physical diversity. (See *Contact Canada*, pp. 36-83.) Briefly compare the political and/or physical regions of Canada in relation to landforms, vegetation, climate, time zones and human activity.

    b. Refer to *Contact Canada*, pp. 39-44, and have students view the photographs and identify the regions.

    c. Make a class chart similar to that found on p. 43 of *Contact Canada* and have students complete the chart during the study of the unit.

    d. Provide opportunities for students to display gathered information/data on line, bar and/or circle graphs:
    e.g., area, altitude, soil types, population, precipitation.

32. a. Refer to *Contact Canada*, p. 74, and have students interpret the map of Canada and provide a title for the map.

    b. Use the text, pp. 75-76, to identify each region.

    c. Have students use critical and creative thinking strategies to determine alternative methods of displaying the information found on the map (see Inquiry, "Critical/Creative Thinking Strategies", "Teaching a Thinking Strategy", etc.).

    d. Have students name cities, towns and bodies of water in the regions and make a generalization about the regions and human population. (See Process, "Generalizations in Social Studies".)

e. Refer to Process, "Mapping Activities" and provide opportunities for students to complete mapping activities to reinforce skills and related concepts.

33. Select and complete appropriate activities from *Contact Canada*, pp. 73-83, designed to review factors contributing to Canada's diversity and to evaluate student progress. Refer to Evaluation in the preamble to this document, pp. 20-23, and evaluate student progress. (See Process, "SCORER: Test-Taking Strategy" and various evaluation sheets in all generic sections.)

34. Have students write generalizations about physical diversity in Canada and post these on the bulletin board. (See Process, "Generalizations in Social Studies".)
    - Expand the investigation of diversity to include political diversity within Canada.

35. Have students examine the interdependency of the regions of Canada regarding resources, trade, transportation, tourism, politics, communication, etc.

36. To review and/or reinforce knowledge, skills and attitudes, select a Canadian resource for further study (see *Contact Canada*, pp. 82-225.):
    e.g., agriculture, forestry, energy.
    - Identify resource locations throughout Canada.
    - Gather and display data relative to factors influencing the resource, such as costs, uses and technology.
    - Provide opportunities for students to formulate generalizations.
    - Evaluate student progress using a variety of methods. (See Evaluation in the preamble to this document, pp. 20-23, Process, "SCORER Test-Taking Strategy", etc.)

37. a. Refer to *Contact Canada*, pp. 227-245, and review the impact of the various cultural groups on Canadian diversity.
        - Introduce and define the term pluralism and relate pluralism to Canada.
        - Discuss cultural diversity regarding languages, clothing styles, foods, holidays, marriage customs, religion, etc.

    b. Refer to *Contact Canada*, Table 12.1, p. 233, and discuss the relationship between diversity and language use across Canada.

    c. Refer to *Contact Canada*, Table 12.4, p. 238, and discuss Canadian cultural groups in 1911, 1951 and 1981.
        - Provide opportunities for students to graph data and discuss diversity and pluralism.
        - Have students survey the class or other students in the same grade level to gather data about cultural background. Chart and/or graph the information.
        - Provide opportunities for students in groups to present gathered data using visuals. Have students self- and peer evaluate oral presentations. (See Communication, "Peer Feedback","A Sequence of Speeches" and "Speech Evaluation Guide".)

38. a. Refer to *Contact Canada*, pp. 247-261, and review and/or reinforce Canadian diversity as it relates to population density and distribution.

    b. Examine Canadian challenges relative to population:
    e.g., birth/death rates, over/under population, mean age of the population, regional migration.

39. a. Refer to *Contact Canada*, pp. 263-277, to investigate the influence of cultural change on Canadian diversity.

b. Examine disparity in Canada as it relates to social conditions, such as education, housing, income, life expectations, etc.

40. Refer to *Contact Canada*, pp. 281-325, and examine urban and rural communities
   - to review/reinforce diversity, disparity, pluralism
   - to provide additional practice in gathering, displaying and reporting data, using graphs, charts, etc.
   - to investigate the challenges of technology
   - to examine urban challenges, such as urban sprawl problems
   - to evaluate student understanding of knowledge, skills and attitudes. (See Evaluation in the preamble to this document, pp. 20-23, Process, "SCORER: Test-Taking Strategy" and various evaluation sheets in the generic skills sections.)

41. Refer to Suggested Activities, 10-13, which relate to identifying factors contributing to school unity. Modify the activities to reflect Canada, such as:
   - Conduct a brainstorming activity where students respond to the question, "What contributes to the unity of Canada?".
     e.g., Canadian flag and anthem, Canadian sports teams, federal government, national defence, railways, airlines, government services (medicare, RCMP), national mint, Canadian heroes, national parks.
   - Provide opportunities for students to investigate in detail an institution, individual, group, invention, etc., that has contributed to the Canadian identity. Have students share their findings in a written or oral report. (See Communication and Resource 2.)

42. Have students bring to class pictures, artifacts, news articles, etc., that represent Canadian unity:
   e.g., coins, bills, stamps
   pictures of beavers, loons, Canada geese
   logos of Canadian-owned services, such as railway, airlines, media.
   - Examine the coins, bills and stamps and discuss the significance of the scenes, animals, birds and people.
   - Listen to CBC radio programs that promote Canadian unity and a further understanding of Canada.
   - Have students identify and list Canadian television programs, musical groups, theatre companies, etc. Discuss how they promote Canadian unity.
   - Discuss the importance to Canadian unity of competing in international sports events: e.g., hockey, cycling, curling.
   - Discuss the significance of the colours, maple leaf and bars on the Canadian flag.
   - Encourage students to bring political cartoons about Canada and identify the symbolism the cartoonist has used. (See Process, "Current Affairs".)

43. Provide opportunities for students to brainstorm ideas designed to promote Canadian unity. (See Inquiry, "Critical/Creative Thinking Strategies", etc.)

44. Have students write a generalization about Canadian unity.

45. Provide opportunities for students to examine Canadian identity by asking them to respond to the generalization, "Diversity and unity in Canada contribute to the Canadian identity".
   - Have students respond to the question, "What makes a Canadian a Canadian?" (See *Contact Canada*, pp. 229-230, 245, 268, 277.)

46. Assist students to examine Canadian history and how it relates to Canadian identity.

   a. Provide opportunities for students to examine personal history and its contribution to

e.g., cultural background of family
values of self and family
geographic locations of family
schools attended.

b. Assist students to examine briefly the cultural history of Canada, using a similar strategy to display the information as used in a. (Canadian family tree, etc.):
e.g., first peoples
French and English
other cultural groups.

c. Distribute maps of Canada and have students use appropriate symbols, legends, etc., to display information about population distribution by cultural background.

47. Have students draw a Canadian coat of arms in which the sections reflect the Canadian identity. (See activity 16.)

48. Have students contribute ideas designed to promote the Canadian identity. Provide opportunities for students to write letters to their Member of Parliament or other government representative outlining the suggestions. (See Communication, and Inquiry, "Critical/Creative Thinking Strategies", etc.)

49. Refer to Evaluation in the preamble to this document, pp. 20-23, and Process, "SCORER: Test-Taking Strategy" and assess student progress throughout this thematic unit, using a variety of sources and methods.

INTEGRATION ACROSS THE CURRICULUM

ENGLISH

- Have students review locating, gathering, organizing, writing and speaking skills.
- Provide opportunities for students to review interpreting visuals and synthesizing visual and textual information.
- Provide opportunities for students to review reporting and note-making strategies.
- Have students practise oral communication skills in preparation for group discussions and conversations during community partnership activities.
- Assist students to apply media literacy skills when gathering information about current affairs, etc., from all sources.

MATHEMATICS

- Have students calculate and compare numerical data on graphs, charts, etc.:
  e.g., ratios, percentages, distances.
- Provide opportunities for students to complete calculations relative to the service systems:
  e.g., transportation – mile/kilometre conversions, distance/time calculations
  medical – regular/irregular body temperature, medical/dental insurance costs.

OCCUPATIONAL COURSES

- Have students relate regional diversity to employment opportunities.
- Assist students to recognize factors contributing to regional disparity and use the information to select jobs and living locations.

- Provide opportunities for students to recognize employment opportunities and/or employers who promote Canadian unity.
- Have students identify technological advances and their impact in the workplace.
- Encourage students to recognize the impact of international trade on employment opportunities.
- Have students identify and examine employment opportunities within the service systems:
  e.g., transportation system – public transit/taxi/truck drivers, auto-body workers, carwash/gas pump attendants.
  educational system – office clerks, teacher assistants, library aides, school bus drivers, maintenance workers, construction workers.

SCIENCE

- Provide opportunities for students to gather and compare samples of soil, natural vegetation, water and agricultural products in the community. Have students relate data to diversity and disparity.
- Have students identify technological advances in areas such as agriculture, forestry, mining, and their influences on the environment, production levels, etc.
- Have students identify the influence of technology on the service systems:
  e.g., transportation – safety features in automobiles, new recreational vehicles
  medical – new methods and equipment to enhance medical research
  educational– media innovations used in distance learning situations.

COMMUNITY PARTNERSHIPS

- Provide opportunities for students to promote school unity through
  - writing newspaper articles
  - organizing displays in community areas such as shopping centres
  - presenting information to community groups, junior high school students, etc., that focusses on school activities
  - becoming involved in open house evenings at school
  - participating in education week activities
  - organizing and advertising a "school spirit" day.
- Organize a visit to a museum to enhance student knowledge about the diverse historical and cultural background of their area.
- Have students survey the community regarding cultural heritage, prepare a graph and present the data.
- Invite government representatives to discuss and/or present information about policy designed to promote Canadian unity and identity.
- Write government organizations to obtain information about Canada's involvement in international organizations.
- Provide opportunities for students to promote urban or rural unity and identity by
  - taking an active part in community events, such as fairs, farmers' markets, flea markets
  - developing an advertising campaign designed to inform tourists about the attributes and activities within the area.
- Encourage students to develop work plans that include community partnerships, such as guest speakers from the various service systems; field trips to related organizations, institutions and agencies; pamphlets, brochures, newspapers, etc., to share with classmates. (See *Social Studies 26 Program of Studies/Curriculum Guide*: Theme A for additional community partnership suggestions.)

Resource 1

RESEARCH WORK PLAN

The work plan may be used when students are involved in individual or group reporting activities.

Topic: _____ Date: _____ Completion Date: _____

Step A: Locate and Gather Information

1. Select sources and methods.
   e.g., Sources – telephone book, library, related institutions, employees, government agencies, newspapers, journals, books, television, radio.
   Methods of gathering information – personal interviews, field trips, telephone calls, surveys, writing letters of request.
2. Determine the tasks of each group member in order to complete Step A.

Step B: Organize Information

1. Make notes on gathered information
   - paraphrase
   - identify key words, main ideas.
2. Cluster information for a clear presentation
   - outline format
   - semantic web.
3. Develop or locate visuals (graphs, charts, films, pictures, etc.).

Step C: Prepare for Presentation

1. Determine who will present and time frame for the presentation.
2. Determine presentation format.
3. Select appropriate visuals.
4. Anticipate questions and prepare answers.

Step D: Present Information and Answer Questions

Presentation modes may include:
- written report
- oral presentation
- demonstration
- oral/visual presentation.

Step E: Evaluate

1. Determine who will evaluate:
   - self, peer and/or teacher.
2. Determine what will be evaluated:
   - content, organization, group work plan, visuals, interaction.
3. Determine evaluation format/instrument.
4. Determine method of providing evaluation feedback.

See Communication and Participation in the skills section of this document for additional activities and strategies.

Resource 2

CANADIAN INVENTIONS AND FIRSTS

1809	• Canada's first steamship, "The Accommodation" made its first voyage
1811	• The McIntosh apple was discovered
1824	• Canadian Patent Office opened
1833	• The Canadian "Royal William" became the first steamer to cross the Atlantic
1834	• Patch demonstrated his screw-propellor in the schooner, "Royal George"
	• Fraser invented his diving and hydropharic apparatus
1838	• The world's first usable newsprint made from ground wood fibre was developed
1839	• Sabine undertook the "world's first" magnetic survey
1840	• The first recorded balloon flight in Canada was made
	• Cunard introduced the first regular mail service by steamer
	• A contract for trans-Atlantic steamer mail service was signed
1842	• The first steamboat with a compound engine was built
1843	• Logan undertook the first geological surveys
	• Fife wheat was first planted and harvested
1846	• Gesner demonstrated kerosene
1851	• The Andromonon carriage was shown to the public
	• The "Marco Polo", the fastest ship in the world, was built
	• Canada's first postage stamp was issued
1852	• Gisborne laid the world's first submarine telegraph cable between P.E.I. and New Brunswick
1854	• Gesner patented his process for the manufacture of kerosene
1857	• Sharp constructed the world's first railway sleeping car
1858	• James Williams drilled the first commercial oil well in North America
	• Ruttan introduced the world's first air-conditioned passenger rail car
	• The first successful Atlantic telegraph cable was completed
1859	• Foulis created the world's first coded steam fog-horn
1862	• Oil well in Petrolia, Ontario became Canada's first oil gusher
	• Dame Marais becomes first woman to receive a Canadian trademark as well as a patent
1867	• Canada's first steam carriage was constructed
	• Lacrosse became Canada's national sport
1868	• A "better butter" recipe patented
	• The first successful locomotive braking system was developed
	• The manufacture of the spring skate was begun

1869 • Synthetic butter patented
• Patent for manufacture of cheese from sour milk
• Elliot developed his compound revolving snow shovel
• *The Canadian Illustrated News* featured the world's first halftone illustration

1870 • A non-frosting window for a railway cab was developed

1871 • Hill developed a storm-proof wind wheel
• A dress pattern chart was patented

1874 • Bell conceived the idea of the telephone
• One of the earliest "Canadian" football games was played

1877 • Prime Minister Alexander Mackenzie became the first Canadian telephone subscriber

1878 • Montreal's first telephone line was installed
• Duquet received a patent on his telephone handset

1879 • A balloon called "Canada" was sent aloft
• The 2-way train telephone circuit was perfected
• Standard time was officially adopted around the world

1880 • Bell invented the photophone and the audiometer

1881 • Bell invented a vacuum jacket

1883 • The first successful streetcar in North America was demonstrated in Toronto

1885 • Wright and Vandepoele powered their streetcar from an overhead wire

1888 • The clamp skate was patented
• The world's first panoramic camera was created
• Bell and others founded the National Geographic Society

1890 • A patent was granted for a daylight-loading developing tank for photographic film
• The roller boat was launched in Toronto Harbour

1891 • The world's first electric car heating system was demonstrated
• Naismith developed the game of basketball

1892 • Willson discovered the process for the production of carbide and acetylene
• Ahearn was the first to use electricity to cook an entire meal

1893 • Canada's first electric automobile appeared

1896 • Willson established Canada's first plant to produce carbide and acetylene

1897 • Canada's first gasoline driven carriage was constructed
• Casgrain winterized his auto by adding skis

1900 • History's first voice message was broadcast

1901 • The first trans-Atlantic wireless message was received in St. John's

1903 • In Ontario the speed limit within 100 yards of a horse-drawn carriage was set at 7 mph
• Sir Clifford Sifton made the world's first commercial motion picture

1904 • Tommy Ryan developed 5-pin bowling

1905 • The Canadian National Atlas was published

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1906	• A car with a cooled engine was invented
	• The first power-driven lighter-than-air flight in Canada was made
	• Fessenden broadcast the world's first radio program
1907	• Canada's first service station was established in Vancouver
	• The first man in Canada left the ground in a kite
	• The first deluxe motion picture theatre in North America was opened, in Montreal
1908	• Marquis wheat was made available commercially
	• Motor cars were banned in P.E.I.
	• A plane based on the bird principle of light was patented
	• Straith constructed a glider
	• Bell and Baldwin created the world's first successful hydrofoil
	• Creed's morse keyboard perforators were commercially produced
1909	• The first powered heavier-than-air flight made by a Canadian, J.A.D. McCurdy in the Silver Dart
1910	• Gibson hopped 200 feet in his twin-plane
1911-13	• Eatons sold automobiles in its mail-order catalogue
1913	• George B. Dorey, Canada's most prolific Canadian inventor, received his first patent for a rail car brake
1916	• Morse Robb, who later invented the electronic wave organ, was granted his first patent for a hand fan
1918	• McLaughlin and Chevrolet were amalgamated into General Motors of Canada Limited
1919	• Canada's first aerial survey was conducted
	• Iutzi created a pendulum device for automatically shifting car gears
	• The HD-4 Hydrofoil reached the record-breaking speed of 70 mph
1921	• The famous racing schooner "The Bluenose" was constructed
	• The forward pass was introduced in Canadian football
	• The first standard football game with a 12-man team was played
1922	• Turnbull invented the variable-pitch propellor
	• Bombardier constructed the first snowmobile
1924	• The first radio transmitted newspaper photo appeared
1925-26	• Sicard developed the snowblower
	• Rogers produced the world's first batteryless radio
1927	• Rogers started the world's first all-electric batteryless broadcasting station
	• Creed created the first combined Morse Code transmitting and receiving teleprinter
	• Robb invented the world's first electronic wave organ
1928	• The first Canadian airmail stamps were issued
	• Conibear developed the world's first humane animal trap
1929	• The world's first frozen fish became commercially available
	• The first practical internal combustion electric locomotive was developed
	• A long distance telephone service for trains was perfected

1930s	• Pablum was developed
	• Frye's rubber oxygen mask came into use
	• Negus developed several water softening devices
	• The first commercial electron microscope was developed
1931	• Chalmers patented a process for producing acrylics
	• Mackie developed a method of cooling train rails which prevented them from cracking
1932	• The game of Table Hockey was patented
1934	• Sundback's claim for the invention of the zipper was established
1935	• John McLennan was knighted for scientific services including devising a system for extracting helium from natural gases
1936	• The Norseman aircraft was created
	• Dr. Norman Bethune established the world's first mobile blood bank
1937	• The Jigger, the first successful off-highway vehicle, was invented
	• The Snowmobile was patented
	• F.S. Rogers was issued an experimental television broadcasting license
1938	• The first model of the self-propelled combine was constructed
1940s	• Webb's cold weather suit came into use
1940	• The paint roller was invented
	• Franks created his Anti-G suit for pilots
1941	• The "rubber-shoes" de-icer for planes was developed
1946	• The first low-voltage geiger tube was developed
1947	• Leaver and Mounce develop AMCRO - the first automatic production machine tool
1949	• The Jetliner made its first flight
1950	• The Jetliner made its record-breaking flight from Toronto to New York.
	• The first jet airmail flight was made
1951	• The Cobalt Bomb was created for the treatment of cancer
1952	• The first automatic dead-reckoning navigational instrument for aircraft was developed
1957	• The analytical plotter for map-making was developed
	• Stevinson invented the airplane crash position and indicator
	• The first Avro-Arrow was produced
	• The automatic mail sorter was demonstrated
	• First automatic 5-pin setting machine was developed
	• Pasjack came up with the idea for a tuck-away beer carton handle
1958	• The R-Theta computer system was marketed in quantity
1959	• Bombardier perfected the modern version of the snowmobile
	• The St. Lawrence Seaway was opened
	• The Stroud Bridgeman continuous belt press was assembled

1960s	• IMAX was developed
	• The Stoppel system, an improved method of ear piercing, was patented
1960	• The Jaycopter flight simulator was created
	• An improved mail box was created
1961	• A process for instant mashed potato flakes was developed
1963	• The hypervelocity gun was demonstrated for the first time
	• The Jarlan Perforated Break was patented
	• The Canadian Navy developed the "Bras D'Or" hydrofoil
1966	• The world's first commercial submarine (or "submersible") was built
1967	• Insulating foam (Agrifoam) for protection of plants was created
	• The first all-Canadian satellite was ready to be launched
	• A sensitive telescope system, the long-baseline interferometer was developed
	• The first "sling-shot" goal post was installed in the Montreal Autostade
	• Superang, the adjustable boomerang, was patented
1968	• Keefer developed his fuel cell to create energy from garbage
1968-69	• An improved guard rail for highways was invented
1969	• Joseph MacInnis created the Sub-Igloo
1970s	• The vacuum tapping method for sap-tapping was implemented
	• The Sollinger sewage system provided positive uses for sewage
	• The Ginkelvan bus was developed
	• UVic jacket was created for cold-water survival
	• The VSD lamp, a light of great intensity, was created
1970	• The Laser sailboat was designed
	• The Slicklicker was proven successful in cleaning up oil spills
	• A major film was created to show the potential of the technically advanced IMAX projector at the Japan Expo '70
1971	• Degradable plastics were invented at the University of Toronto
1972	• The Sub-Igloo was successfully tested under Arctic ice
	• A computerized method of transferring texts to Braille was completed
	• The Polypump, a pump consisting of only two parts, came into existence
1973	• Godlin's hydraulic safety device for automobile brakes was perfected
	• The illuminated dental mirror was created
1974	• A safety paint for automobiles was invented
1975	• A patent was granted for turning wood waste into cattle feed
	• A Dutch Elm fungicide was patented
1976	• McIlroy's "Stowaway bumper" was produced for automobiles
	• The DCH-7 tested as short take off and landing aircraft
	• The automatic egg roll maker is in use

THEME B: CANADA AND YOU IN THE WORLD

OVERVIEW

Responsible citizenship involves an awareness of Canada's influence on the world and the effect of other countries on Canada. Students will examine briefly past and present events, individuals and institutions that have contributed to Canadian sovereignty. Students will also examine the development of personal independence and relate personal independence to national independence and interdependence.

Relating abstract/unfamiliar knowledge to concrete/familiar knowledge will increase student learning and lengthen knowledge retention. Student understanding of sovereignty, independence and interdependence will be increased when related initially to the student's familiar environment. **Consequently, this thematic unit provides opportunities for students to review their personal history and the decision-making strategies they use. The unit expands to include a brief history of Canada and examples of decision-making processes and strategies used by the community, province, region and country.**

PURPOSE: The purpose of this thematic unit is to enable students to:

- identify key individuals, institutions and events that led to Canadian independence and sovereignty
- recognize the world organizations to which Canada belongs and their functions
- examine personal independence, and the individuals, institutions and groups that have influenced personal independence
- relate personal independence and decision-making strategies to Canadian sovereignty.

Current affairs are to be included to enhance the knowledge, skills and attitudes addressed within this thematic unit. **Geography** as it applies to Canada, the global community and current events is included.

Social studies at the Grades 8 and 9 levels focus on self, family and community. Social Studies 16 and 26 extend that focus to include understanding at the provincial, national and global levels. **Teachers are encouraged, however, to initiate understanding using student experiences.** Relating knowledge, skills and attitudes to students' lives, and building upon those personal experiences will enhance student ability to recognize how course content applies to the family, workplace, community, province, country and world.

Teachers are encouraged to review "Integration Across the Curriculum" and "Community Partnerships" at the end of Theme B, and integrate appropriate suggested activities throughout the study of this thematic unit.

COOPERATIVE PLANNING among teachers is necessary to ensure the integration of skills, strategies and attitudes, and consistency of expectations. Continuous joint planning at the local level will facilitate the enhancement, rather than the duplication, of the knowledge, skills and attitudes students are expected to acquire.

KNOWLEDGE, SKILL AND ATTITUDE OBJECTIVES

KNOWLEDGE OBJECTIVES

THE GENERALIZATIONS AND KEY UNDERSTANDINGS, CONCEPTS AND FACTS LISTED WITHIN THIS THEMATIC UNIT ARE PRESENTED AS AN OUTLINE OF THE REQUIRED CONTENT AND HELP TO ORGANIZE THE KNOWLEDGE OBJECTIVES. THE GENERALIZATIONS AND KEY UNDERSTANDINGS ARE THE MOST IMPORTANT KNOWLEDGE OBJECTIVES. THE CONCEPTS, RELATED FACTS AND CONTENT SHOULD BE DEVELOPED AND USED TO FACILITATE AN UNDERSTANDING OF THE GENERALIZATIONS AND KEY UNDERSTANDINGS.

GENERALIZATIONS AND KEY UNDERSTANDINGS	CONCEPTS	RELATED FACTS AND CONTENT
Students will be expected to understand that:	Students will be expected to develop an understanding of the following concepts:	Students will be expected to use the related facts and content to develop the generalizations, key understandings and concepts.
• Canada has evolved as a nation	independence sovereignty	Review key historical events that contributed to Canada's development as a sovereign nation, such as • BNA Act, 1867 • Constitution Act, 1982. Explain economic and cultural sovereignty, using a specific example, such as: • foreign investment • free trade • control of surrounding waters • acid rain or other pollution issues • Arctic/Native sovereignty • media • recreation, music.
• Canadian security has been achieved and is maintained through alliance, agreements and independent action	alliances	Briefly examine historical and current military involvements, such as: • Canada in the British Empire • NATO • NORAD • entering WWII • Middle East conflict.
• Canada works cooperatively and collectively with other nations, and within world agencies and organizations • Canada's interactions with other countries and world organizations influence the way Canadians feel about themselves.	internationalism	Select and examine examples of Canada's international involvements, such as: • United Nations • foreign aid programs • Commonwealth • sports.

SKILL OBJECTIVES

The skills listed below are emphasized in this section. Students will be expected to develop the ability to use:

PROCESS SKILLS to:
- identify bias in various sources
- analyze and evaluate a variety of solutions to a problem
- compare a variety of viewpoints on issues
- organize information/material in preparation for a specific task.

COMMUNICATION SKILLS to:
- discuss and defend a point of view
- report on research results.

PARTICIPATION SKILLS to:
- interact and work effectively with others in proposing and discussing alternative solutions to issues or problems
- work at individual tasks in a group situation.

INQUIRY STRATEGIES to:
- examine and consider alternatives before making a decision
- assess the consequences of taking a particular course of action
- use appropriate inquiry models to answer questions, solve problems and resolve issues.

ATTITUDE OBJECTIVES

The attitudes listed below are emphasized in this section.

Students should be encouraged to develop:
- preference for peaceful resolution of conflict in personal relations and in society as a whole
- appreciation of Canada's role as a nation in an interdependent world
- appreciation of our evolving Canadian heritage
- continuing interest in national, political, social and cultural affairs in Canada.

LEARNING RESOURCES

The following resources have been developed and/or selected specifically for Social Studies 26.

- *Social Studies 26 Program of Studies/Curriculum Guide*.
- *Contact Canada*.

> Sections of the following:
> Chapter 20 Trade Connections
> Chapter 21 International Connections

- *Canadians in the Twentieth Century*.

> Sections of the following:
> Chapter 5 Canada in World War Two
> Chapter 6 The Fabulous Fifties
> Chapter 8 The Seventies and Beyond

SUGGESTED ACTIVITIES

One main focus of this theme is independence, specifically, the independence (sovereignty) of Canada. Teachers are encouraged to use a variety of strategies to enhance student understanding of Canadian sovereignty. The following suggestions may be of use when organizing for instruction.

1. Provide opportunities for students to examine past, present and future personal/family decision-making processes. Have students list personal/family issues, identify who makes the decision on the issues and predict the decision maker in the future:
   e.g.,

	Past	Present	Future
Hairstyle	parents	self	self
Clothing	parents, self	self	self
Entertainment	parents	parents, self	self
Voting in municipal, provincial and national elections	n/a	n/a	self
Spending money	parents, self	self	self
Friends	parents, self	self	self
Part-time job	n/a	parents, self	self

   Have students write a generalization about the trend that may be displayed in their chart:
   e.g., "As time passes and I mature, it appears that I make more of my own decisions."
   "As time passes and I mature, it appears that the number of decisions I must make increases."

2. Use a variety of activities to assist students to understand personal economic independence.

   a. Initiate discussion about personal economic independence by asking students individually or in small groups to respond verbally or in writing to questions, such as:

- How much money do you spend weekly/monthly?
- How do you spend that money?
- Does anyone or anything influence how you spend your money? Explain.
- Has your economic independence (personal decisions about spending money) increased or decreased over the past five years?
- Do you feel that your economic independence will increase or decrease over the next five years? Explain why.
  (See Participation and Communication.)

Through discussion and other activities, students will realize that economic independence increases as one gains control over financial decisions.

b. Play a game, such as Monopoly, to assist students in applying the concepts of supply, demand, income and expenses.
   - Have students develop and play a game that focuses on making decisions about budgets, career choices, etc.

c. Provide opportunities for students to develop a monthly budget. (See Inquiry, "Thinking Strategies", etc.) Have students:
   - peruse the employment section of a newspaper, select a job and calculate a monthly income
   - develop a budget that includes

rent	clothing
utilities	transportation
food	recreation, television, leisure activities
insurance	savings
telephone	miscellaneous

   - determine which items in their budgets are necessities and/or fixed, and which are flexible
   - focus on the items that are considered flexible and determine financial allocations for each.

d. Pose questions or situations that will provide opportunities for students to consider alternative decisions about their budgets. (See Inquiry, "Inquiry Models", "Sample: A Model for Making Decision", etc.)
   - Your landlord plans to increase your rent by 10%. What will you do?
     e.g., adjust your budget to accommodate the rent increase
     move to a less expensive dwelling
   - You want to buy a leather jacket for $299.00. What will you do?
     e.g., purchase the jacket on credit
     pay cash and adjust your budget to accommodate
     save the money and pay cash
     buy a less expensive jacket
     ignore the temptation and use your old jacket another year.
   - You get a 5% pay raise. What will you do with this additional income?
     e.g., save the 5%
     move to a more expensive dwelling
     make more long-distance telephone calls
     invest in a savings bond, etc.
     buy a car.

3. Use a variety of activities to assist students to recognize that a country, like an individual, uses a budget.

a. Inform students that a country also has a budget involving income and expenses. Write the following headings on a chalkboard, have students brainstorm items and list items under the appropriate headings. (See *Contact Canada*, pp. 263–266.)

Canada's Income	Canada's Expenses
Taxes – business	Security – Military, RCMP
– corporate	Government personnel
– personal	– MPs
– sales	– PM
– transportation	– Senators
– service	– office staff
Selling goods	Health care
Revenue from oil, gas, investments	Imports
	Deficit
	Foreign aid
	Education
	Investments.

b. Refer to *Contact Canada*, Unit III and select a resource for further study in keeping with local circumstances. Examine specific issues that have influenced the resource, and how the resource and the community have been affected:
   e.g., "Tobacco: An Industry in Trouble", pp. 103–104
   "Problem: Water Shortages", pp. 120–122
   "Expanding Canada's Territorial Limits", p. 156
   "Managing Our Forests", pp. 165–176
   "Elliot Lake and the Boom-Bust Cycle", pp. 192–197
   "The Rise and Fall of World Oil Prices: What it Means to Canada", pp. 221–222.
   - Have students summarize and present information in written or oral reports. (See Process, Communication and Participation.)

c. Use *Contact Canada* and other resources to examine the following issues that relate to economic sovereignty:
   - Free trade, pp. 399–401
   - Foreign aid, pp. 409–413
   - Culture, pp. 232–241
   - Cultural Changes, pp. 264–277
   - Native sovereignty, pp. 269, 272–277.

d. Assist students to recognize that one of the main functions of the Canadian government is to make decisions about spending, investing and increasing the Canadian economy. Have students bring to class newspaper articles or summaries of news items that relate to the economy. Provide opportunities for students to discuss the issues and make decisions about the issues, using a decision-making model.
   - Provide opportunities for students to decide upon and take action relative to a government decision:
     e.g., writing a letter to the local MP, leader of the Opposition or local newspapers
     surveying community members, graphing the responses and mailing these to government representatives
     inviting representatives of various political parties to debate the issue in the school
     organizing and performing a mock parliament to inform other students about an issue.

- Have students apply and generate problem-solving and decision-making models (see Inquiry) to a variety of current issues relative to this thematic unit. Encourage students to become participating members of society through appropriate activities, such as writing letters to government representatives, forming a lobby group, attending a rally, becoming actively involved in a political campaign, etc.
- Refer to Process, "Propaganda Techniques" and provide opportunities for students to examine strategies and techniques used by governments, businesses, media, etc., to influence the decision-making processes of individuals and groups in society.

4. Refer to *Contact Canada*, pp. 387–402, and discuss the importance of international trade to the Canadian identity and to Canadian sovereignty.

5. Assist students to recognize that Canada's involvement in international affairs contributes to the Canadian identity. Refer to *Contact Canada*, pp. 403–413 and provide opportunities for students to investigate Canada's global accomplishments and identity throughout the world:
e.g., Commonwealth, UN, NATO, CIDA, NORAD.

6. a. Adapt the following generalization and apply it to Canada:
e.g., As time passes and Canada matures, it appears that Canada makes more of her own decisions.

   b. Review the Canadian Family Tree developed in Theme A with students and emphasize the significance of the BNA Act (1867) and the Constitution Act (1982) to Canada in gaining independence. (See *Canadians in the Twentieth Century*, pp. 247–248.)

e.g.,

The BNA Act, 1867	The Constitution Act, 1982
• Basic rules by which Canada was to be governed, controlled by the parliament of Great Britain. • Determined the division of duties and power among the provincial and federal governments.	• The constitution is a basic set of rules totally under Canadian control. • Determined that the Charter of Rights and Freedoms is part of the Canadian constitution.

   c. Have students discuss the following statement:

   The decision-making power of the individual/Canada increases as each grows.

7. a. Provide opportunities for students to gather information and complete activities that examine the influence on Canadians of:
   - media from within and outside of Canada, e.g., television programs, movies, news broadcasts
   - international sporting events
   - music from within and outside of Canada.

   b. Refer to Communication, "An Opinion Report" and have students write about their personal opinion relative to a specific current issue or problem. Have students self- and/or peer evaluate their reports. (See Communication, "A Checklist for Assessing Writing", "Peer Feedback", etc.)

8. Refer to *Contact Canada* Chapter 21 and use a variety of resources to examine Canada's past and present military and international involvements. Provide opportunities for students to hypothesize about Canada's future military involvements, based on current news issues.

9. Evaluate student performance throughout this thematic unit using Evaluation (pp. 20–23) and various strategies provided in the generic skills sections.

INTEGRATION ACROSS THE CURRICULUM

ENGLISH

- Provide opportunities for students to apply media literacy skills to examine the influence on Canadians and Canadian sovereignty of media from other countries:
  e.g., music from other countries, such as Great Britain, United States
  television programs and movies
  newspapers and magazines.
- Have students develop a videotape of a work site that relates directly to a primary resource.
- Have students develop a videotape that focuses on employment opportunities of the secondary and tertiary industries of a specific primary resource.

MATHEMATICS

- Have students relate personal economic independence to budgeting and banking activities and learning objectives in mathematics. Reinforce budgeting strategies, interest rates, credit use, comparative shopping, etc., as required by students.

SCIENCE

- Provide opportunities for students to examine technological innovations that influence Canada's involvement with other countries.
  e.g., CanadArm
  nuclear reactors
  agricultural innovations.

OCCUPATIONAL COURSES

- Have students identify specific employment opportunities relative to Canada's resources and relates these to the IOP Occupational clusters. (See *Social Studies 26 Program of Studies/Curriculum Guide*, Theme B.)
- Assist students to recognize that decisions made by leaders of other countries may influence the Canadian employment market. Have students identify specific jobs that may be changed due to international influences.

COMMUNITY PARTNERSHIPS

- Have students organize field trips to community businesses and industries that relate to the primary resources of Canada:
  e.g., Agriculture – seed-cleaning plant
  – market, grain and livestock farms
  Forestry – lumber mill
  – mobile home factory.

  Provide opportunities for students to categorize related secondary and tertiary industries and employment opportunities associated with these industries.
- Provide opportunities for students to interview employees and employers who work in areas associated with primary resources. Have students share the information gathered with other students through multi-media presentations.

THEME C: CAREER TRENDS AND YOU

OVERVIEW

Students will relate their present and past community partnership experiences to their personal identity, value system and perceptions of appropriate quality of life.

Students will evaluate and analyze community partnership experiences as they relate to:
- personal, community, provincial, regional and national needs and identity
- quality of life for self and others
- world events and global needs
- technology in the workplace and future trends.

Students will examine career trends and future employment opportunities within the community and country.

PURPOSE: The purpose of this thematic unit is to enable students to:
- relate employment opportunities and trends to personal and national identity
- relate employment opportunities and trends to personal quality of life and the quality of life of others
- share community partnership experiences
- evaluate community partnership experiences in relation to personal/societal needs, identity and quality of life.

Current affairs are to be included to enhance the knowledge, skills and attitudes addressed within this thematic unit. **Geography** as it applies to locating employment, promoting global awareness and examining current affairs.

Social studies at the Grades 8 and 9 levels focus on self, family and community. Social Studies 16 and 26 extend that focus to include understanding at the provincial, national and global levels. **Teachers are encouraged, however, to initiate understanding, using student experiences.** Relating knowledge, skills and attitudes to student's lives and building upon those personal experiences will enhance student ability to recognize how course content applies to the family, workplace, community, province, country and world.

Teachers are encouraged to review "Integration Across the Curriculum" and "Community Partnerships" at the end of Theme C, and integrate appropriate suggested activities throughout the study of this thematic unit.

COOPERATIVE PLANNING among teachers is necessary to ensure the integration of skills, strategies and attitudes, and consistency of expectations. Continuous joint planning at the local level will facilitate the enhancement, rather than the duplication, of the knowledge, skills and attitudes students are expected to acquire.

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KNOWLEDGE, SKILL AND ATTITUDE OBJECTIVES

KNOWLEDGE OBJECTIVES

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GENERALIZATIONS AND KEY UNDERSTANDINGS	CONCEPTS	RELATED FACTS AND CONTENT
Students will be expected to understand that: • cultural, social and economic factors influence employment opportunities • national and global events may influence community employment opportunities • community partnerships prepare one for future employment	Students will be expected to develop an understanding of the following concepts: career trends primary, secondary and tertiary industries quality of life	Students will be expected to use the related facts and content to develop the generalizations, key understandings and concepts. Examine employment opportunities available in the community, province and country. Relate cultural, social and economic factors to employment opportunities: • resource distribution • population distribution • industry distribution. Relate community partnership experiences to personal, community, provincial and national needs. Examine community partnership sites, goals, values and quality of life.

SKILL OBJECTIVES

The skills listed below are emphasized in this section. Students will be expected to develop the ability to use:

PROCESS SKILLS to:
- select appropriate sources of employment information
- organize and use information from a variety of sources.

COMMUNICATION SKILLS to:
- report on research results.

PARTICIPATION SKILLS to:
- interact and work effectively with others in a variety of group settings.

INQUIRY STRATEGIES to:
- make decisions, consider alternatives and support their choices.

ATTITUDE OBJECTIVES

The attitudes listed below are emphasized in this section.

Students should be encouraged to develop:
- a commitment to continue to enhance social, emotional, ethical, physical and intellectual personal growth
- appreciation for the quality of performance and products of self and others
- an appreciation for enhancing knowledge, skills and attitudes to meet employment requirements in our changing society.

LEARNING RESOURCES

- *Social Studies 26 Program of Studies/Curriculum Guide.*
- *Contact Canada.*

All or sections of the following:

Chapter 18	Working Canada
Chapter 19	Connecting Canada
Chapter 6	Agriculture
Chapter 7	Water
Chapter 8	Fisheries
Chapter 9	Forestry
Chapter 10	Mining
Chapter 11	Energy

ADDITIONAL SUPPORT MATERIALS

- Community and government businesses, offices and institutions.

SUGGESTED ACTIVITIES

Note: Many students will have experienced the working world prior to entering Grade 11. Teachers are encouraged to provide opportunities for students to relate personal employment experiences to the suggested activities throughout this unit. The main objectives of this thematic unit are to refine skills developed previously and to increase awareness of personal application of employment-related skills.

1. Provide opportunities for students to write a biographical report (see Communication) focussing on formal and informal education leading to a recent employment experience, or to prepare for developing a résumé.

2. a. Have students identify specific employment opportunities within the community that are related to the eight IOP occupational clusters.

   b. Refer to *Contact Canada*, pp. 327-356, and have students relate employment opportunities to primary, secondary and tertiary industries.

   c. Provide opportunities for students to identify industries that depend upon non-renewable resources and to predict future employment opportunities related to those industries.

3. a. Provide opportunities for students to gather data related to present and future employment opportunities. (Refer to *Contact Canada*, p. 329, and Statistics Canada, Alberta Bureau of Vital Statistics, etc.)

   b. Have students relate statistics to personal employment experiences and future employment opportunities of personal interest.

4. a. Provide opportunities for students to share information with classmates about a specific personal employment experience. Have students provide as much information as possible about the experience, including:
   - employer's name, address

- focus of employer
- private/public ownership
- employer history
- job expectations
- horizontal/lateral mobility
- hours, wages, benefits, working conditions
- relationship to renewable/non-renewable resources; primary, secondary, tertiary resources
- training, skills, knowledge and attitudes required.

b. Have students develop an evaluation system and/or form that would be appropriate to the employment experience. Remind students that evaluation will encompass three areas: knowledge, skills and attitudes (see Evaluation in the preamble to this document, pp. 20-23 and Process, "Observational Checklist", etc.)
e.g., KNOWLEDGE – What I learned.
SKILLS – What I did.
ATTITUDES – How I felt.

c. Provide opportunities for students to modify and use the evaluation for self-appraisal purposes and to have their employment supervisor use the instrument to appraise performance at the work site.

5. Have students gather information and report to classmates on an employment opportunity of personal interest. Use the list from suggested activity 3a to guide research and organization. (See Process and Communication.)

6. a. Provide opportunities for students to videotape community partnership experiences at the work site.

b. Have students share these visuals as part of an employment experience presentation.

7. Have students produce a media campaign designed to inform peers about a community partnership/work site experience.

8. Provide opportunities for students to self- and peer evaluate employment performance. (See Communication, "Peer Feedback", etc.)

9. a. Provide opportunities for students to examine volunteer opportunities within the community.

b. Have students examine entrepreneurial opportunities within the community, and to examine knowledge, skills, attitudes and external conditions necessary for successful entrepreneurships.

c. Have students relate personal characteristics and interests to entrepreneurial opportunities.

10. a. Provide opportunities for students to re-examine criteria needed for a personally appropriate level of quality of life.

b. Have students relate their community partnership work site experiences to their personal definition of quality of life.

11. Have students respond to a variety of issues related to personal employment preparation and selection, such as:

- Do you believe that the job you had during your work experience will be exactly the same five years in the future? Ten years? Fifteen years?
- Should people be preparing themselves for one job, or for the ability to work in several employment situations?
- What influence do world events have on the community partnership employment experience? What influence may world events have on the future?

INTEGRATION ACROSS THE CURRICULUM

ENGLISH

- Provide opportunities for students to recall and apply appropriate decision-making and problem-solving strategies addressed in the "World of Work" theme.
- Have students review communication skills needed to acquire and retain employment.
- Have students identify and share the communication skills and the situations used in the workplace.

MATHEMATICS

- Provide opportunities for students to share mathematics skills and strategies needed for their specific community partnership experiences.

SCIENCE

- Have students examine technological innovations at their work site and share the information with classmates.

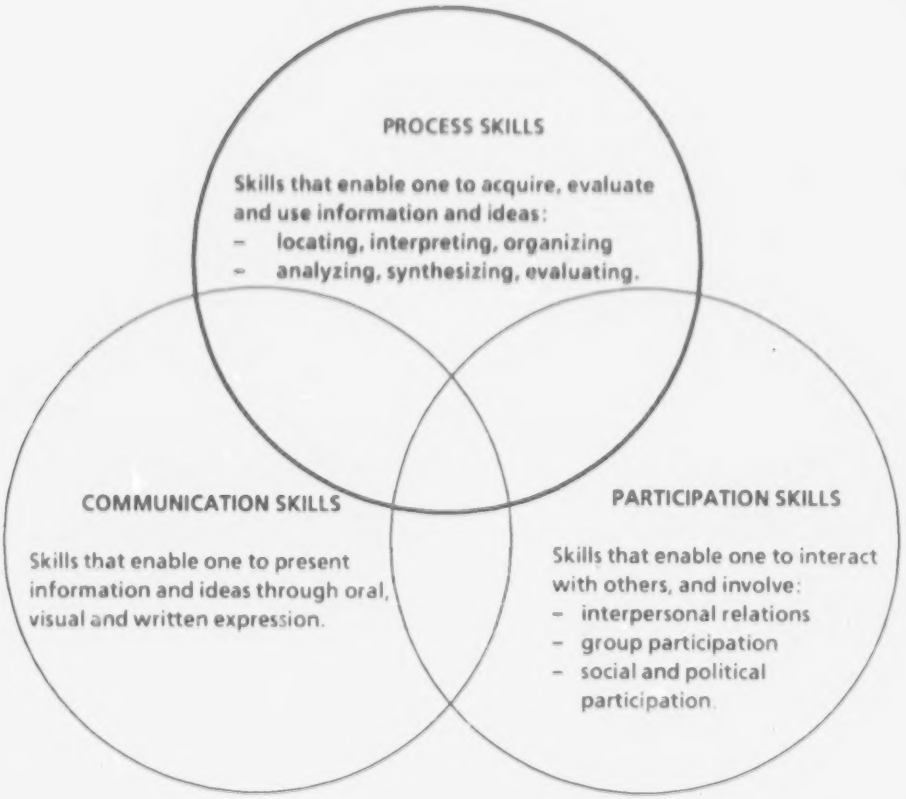
OCCUPATIONAL COURSES

- Encourage students to recognize the transferability of knowledge, skills and attitudes from the occupational courses to the work site.
- Have students examine the impact of technology on career preparation.

COMMUNITY PARTNERSHIPS

- Organize a social evening for community partners for the purpose of honouring and thanking them for their participation in the program.
- Have students select and become actively involved in work experiences throughout the community. Provide opportunities for students to share experiences with classmates throughout the term.
- Invite community members who are self-employed into the classroom to discuss the advantages/disadvantages and other issues related to self-employment and entrepreneurship.
- Have students share specific examples of problem-solving and decision-making strategies, and communication, process and participation skills used at the workplace.

SOCIAL STUDIES SKILLS: PROCESS SKILLS


PROCESS SKILLS
Skills that enable one to acquire, evaluate and use information and ideas:
- locating, interpreting, organizing
- analyzing, synthesizing, evaluating.
COMMUNICATION SKILLS
Skills that enable one to present information and ideas through oral, visual and written expression.
PARTICIPATION SKILLS
Skills that enable one to interact with others, and involve:
- interpersonal relations
- group participation
- social and political participation.

PREVIEWING A RESOURCE

OVERVIEW

To foster students' success, study skills should be taught, modelled and reinforced throughout the course. This activity is designed to review skills in reading a resource. Students will preview a resource to identify information available and the usefulness of the information. Students will practise skills in locating and organizing information. This activity can be extended with a review of, or instruction in, note-taking methods. (See Process, "Note-taking Strategies", "Organizing for Writing and Speaking" and "Reading Rates".)

PROCEDURE

Provide opportunities for students to preview sections of a resource, using the following:

PREVIEWING A RESOURCE

1. What type of resource is this?
   - textbook
   - library resource book.

2. Title:
   a. What is the title?
   b. Is there a subtitle?
   c. Predict the kinds of topics this resource may cover.

3. Front of Resource:
   a. Which of the following are included?
      - Preface
      - Foreword
      - Introduction
      - Information specifically for the student
   b. Look at the Table of Contents. List four topics this resource will cover.

4. Back of Resource:
   Which of the following are included?
   a. Bibliography
   b. Epilogue
   c. Glossary
   d. Index
   e. Appendix.

5. Sample Chapter – look at one chapter in the resource.
   Which of the following are included in each chapter?
   a. Headings – list three
   b. Introduction
   c. Objectives for the chapter
   d. Summary or conclusion
   e. Exercises or review questions
   f. Vocabulary list
   g. Charts, graphs, pictures, etc.
   h. Words in italics, boldface type, highlighted sections. (What do these techniques indicate?)

- Initiate discussion on the various features in the resource and what help or use they could be to the student. Discussion should conclude with students identifying several ways in which the resource could help them personally.

- Provide opportunity for students to comment on whether they think the resource is a good choice, why they believe it is/is not a good resource, and whether they think it will be helpful to peers.

- Follow this activity with a review of good note-taking strategies, using the resource as the basis for the notes.

- Throughout the course, reinforce applications of previewing, surveying, skimming, scanning and other studying strategies, as students use individual chapters in the resource.

EVALUATION:
- Informally evaluate the accuracy of students' preview worksheets through discussion and self-correction.
- Have students exchange worksheets and peer evaluate.
- Provide opportunities for students to compare worksheets in pairs or small groups.
- Have students hand in their sheets for teacher formal evaluation.

Note: The overview may be adjusted to be used with magazines, newspapers and audio-visual materials.

RESOURCE SURVEY

NAME: _____ DATE: _____

1. Suggest a different title for the selection you have just read. Capture the sequence of the selection in your title and keep it short. _____
2. Two key ideas or concepts in this selection are:
   - _____
   - _____
3. Three details or facts you would like to remember from this selection are:
   - _____
   - _____
   - _____
4. What did you find especially interesting or surprising in this selection? _____
5. Indicate any words, sentences, or paragraphs in the selection you would like to discuss in class:

   Page: _____ Word/sentence line/paragraph number: _____
   Page: _____ Word/sentence line/paragraph number: _____
   Page: _____ Word/sentence line/paragraph number: _____
   Page: _____ Word/sentence line/paragraph number: _____
6. If the author of this selection were available to you, what questions would you ask or what comments would you make to him or her? _____

   _____

   _____
7. What, if any, mental images did you form while you were reading this selection? _____

   _____
8. Rate this selection by marking an X on the lines at the points that indicate your perceptions.

   _____
   Very Interesting — Not Very Interesting

   _____
   Very Easy to Read — Not Very Easy to Read

   _____
   Very Informative — Not Very Informative

MODELS FOR LISTENING

Students may require formal guidance and practice to develop listening skills. The following listening models may be used to:

- assist teachers to determine student comprehension of oral presentations and listening skills development
- assist students to self-monitor listening skills development
- assist presenters to increase presentation effectiveness.

Students, teachers, and guest speakers may use the four presentation types addressed below:

- Sequence of events – retelling an eyewitness account, a story or a personal experience.
- Cause and effect – identifying consequences, focusing specifically on the causes and effects of a situation.
- Fact and opinion – stating and supporting an opinion with facts, clearly differentiating between fact and opinion.
- Demonstration – informing and/or instructing about a familiar activity.

The following models may be modified or expanded upon by the teacher, as determined by the needs of the students and the nature of the presentation.

SEQUENCE OF EVENTS

Presentation title: _____ Name of presenter: _____

Presentation type (circle one): retelling an eyewitness account, retelling a story or a movie, retelling a personal experience

1. List two people/characters involved.
2. Briefly describe the setting (time/place) of this sequence of events.
3. List three events in this presentation.

   Event 1: _____

   Event 2: _____

   Event 3: _____
4. Briefly tell the conclusion of this sequence of events.
5. What was unusual/interesting about this presentation?
6. Write a question you would like to ask the speaker about the sequence of events presented (to clarify a point, to expand information).

CAUSE AND EFFECT

Presentation title: _____ Name of presenter: _____

1. Complete the following chart as the speaker presents.
   - Cause – a reason for an event occurring; something that makes an event happen.
   - Effect – a result; an event; something that happens for certain reasons.

CAUSE	EFFECT
Cause 1	1a 1b 1c
Cause 2	2a 2b 2c
Cause 3	3a 3b 3c

2. List two people, characters, countries, organizations, etc., involved.
3. Briefly describe the setting (time/place).
4. State the main idea of this presentation.
5. Briefly tell the conclusion of this cause and effect presentation.
6. What was unusual/interesting about this presentation?
7. State a question you would like to ask the speaker about the presentation (to clarify a point, to expand information).
8. Circle the positive effects listed on the chart above and be prepared to discuss the positive and negative effects.
9. Identify problem-solving strategies that may decrease the number of negative effects.

FACT AND OPINION

Presentation title: _____ Name of presenter: _____

1. What is the main idea (fact) of this presentation?
2. a. State the opinion(s) expressed by the speaker.

   b. Is(are) the opinion(s) expressed by the speaker personal or the opinion(s) of another individual?
3. List supporting details for the opinion(s).
4. Give an example of one supporting detail that was not factual.
5. Think of a supporting detail that was not expressed by the speaker.
6. State a question you would like to ask the speaker about the presentation (to clarify a point, to expand information).
7. Do you agree or disagree with the opinion(s) expressed by the speaker?

DEMONSTRATION

Presentation title: _____ Name of presenter: _____

1. What is the main idea of this presentation?
2. List three phrases/statements made by the presenter that added to the demonstration.
3. List the aids used by the presenter during the demonstration.
4. Write a statement that the presenter could have used in the demonstration.
5. State two facts presented that you found interesting or that were new to you.
6. Write a question that you would like to ask the presenter about the demonstration.

LISTENING CHART

Complete this chart as you listen to presentations in class.

Name: _____ Date: _____

Speaker's name/position: _____

Topic: _____

Location of presentation: _____

Speaker's purpose: _____

If applicable, list examples of the following:

- facts _____
- emotional language _____
- language indicating bias _____
- propaganda devices _____
- opinions _____

Noteworthy features of the presentation:

- _____
- _____
- _____

Your opinion/reaction to the presentation and one supporting detail:

_____

_____

_____

_____

_____

_____

Process: Gathering Information Through Listening

LISTENING RESPONSE SHEET

Name: _____ Date: _____

Title of the presentation: _____

Name of presenter: _____

1. What did you like best about this presentation? _____

   _____

2. What was the main idea of the presentation? _____

3. Who is the intended audience? _____

4. What feelings were expressed by the presenter? _____

5. What would you like to know more about? _____

   _____

6. Complete the PMI* chart below by listing positive, negative and interesting points about the presentation.

P Plus	M Minus	I Interesting

7. How would you improve this presentation? _____

   _____

   _____

*de Bono, Edward. "The Practical Teaching of Thinking Using the CoRT Method", Special Services in the School, Vol. 3 No. 1/2, Fall/Winter 1986, pp. 33-47.

READING RATES

Students with reading difficulties lack flexibility in their reading rates and often display silent reading rates of approximately 200 w.p.m. Average readers process print at approximately 300 w.p.m., skim at 600-800 w.p.m. and scan for information at 1000+ w.p.m.[1] Students must become increasingly able to evaluate the reading task and adjust their reading rates accordingly. To illustrate, reading rates will differ when completing the following activities:

- locating a phone number in the phone book
- locating the time and channel of a TV program in the TV guide
- perusing the newspaper to get an overview of the news
- reading a news story for detail
- reading for subject-related information
- reading math problems.

A combination of the three strategies of skimming, scanning and intensive reading may be required when completing some tasks, such as locating specific information in a book chapter or a newspaper.

SKIMMING

The purpose of skimming is to obtain an impression or general overview of the content.

- **preview skimming** – to obtain the main idea of the material and the author's organizational style. The material may be read intensively later.
- **overview skimming** – to read shortened, simplified or interpreted versions, rather than the original material in order to save time, etc.
- **review skimming** – to re-read and re-evaluate material; a valuable study skill.

SCANNING

The purpose of scanning is to locate specific points or answers to questions. Students should look for:

- graphs
- tables
- illustrations
- headings and sub-headings
- words/phrases appearing in boldface or italics
- specific words or phrases to locate information
- shading or screening of information.

INTENSIVE READING

The purpose of intensive reading is to master the reading content.

1. Alley, Gordon, and Donald Deshler. *Teaching the Learning Disabled Adolescent: Strategies and Methods*. Love Publishing Company, Denver. 1979, p. 83.

PROPAGANDA TECHNIQUES

Individuals are influenced by other individuals and groups (group pressure). The mass media – television, radio, newspapers, magazines and books – also influence and inform individuals. The information one receives can be inaccurate and/or misleading.

Propaganda is the art of persuasion. It is the systematic effort to spread opinions or beliefs, often by distortion and deception. (The information may not present two sides and/or avoids examining the evidence.)

Experts in propaganda use these methods to spread opinions and beliefs. Advertising is one field where propaganda is sometimes used. As well, individuals often use some of these techniques in everyday conversation.

Some common propaganda techniques are as follows:

1. Bandwagon – Everyone has one! Everyone is doing it! etc.
2. Card Stacking – Presents the good or unique factors or presents the worst possible case.
3. Glittering Generalities – Describes something in very favourable terms.
4. Name-Calling – Uses negative words to describe or label someone or something.
5. Plain Folks – Emphasizes the attachment to the average/common citizen or majority.
6. Testimonial – Uses well-known or respected person to say that the idea or product is good.
7. Transfer – Carries the authority or prestige of something respected over to something else in order to make it respected as well. This may involve the use of symbols to accomplish a purpose for which they were not intended.

Other techniques of persuasion using misleading arguments include the following:

1. Ad Hominem – Attacks or accepts an idea on the basis of who said it rather than on the idea's own merits.
2. Appeals to Emotion – Uses information to arouse feelings.
3. Appeals to the Past – Uses tradition.
4. Cliché – Uses timeworn expressions or ideas.
5. Either-or – Limits choice to two or a few when there are many.
6. Ethnocentricity – Uses own culture to judge other cultures.
7. Euphemism – Uses mild or indirect expression instead of one that is harsh or unpleasantly direct.
8. Improper Comparisons – Compares unlike things.

9. Irrelevant Proof – Uses evidence that has nothing to do with the subject.
10. Jargon – Uses unintelligible or meaningless words to impress rather than to communicate.
11. Leading Questions and Statements – Uses statements and questions to lead to incorrect conclusions (the way it was said "context" leads elsewhere).
12. Omission – Withholds facts to make faulty conclusion.
13. Out-of-Context – Lifts statement out of entirety in order to suggest a different meaning.
14. Oversimplification – Distorts or deceives by giving too simple a reason or explanation.
15. Poor Analogy – Compares dissimilar objects, people or events.
16. Poor Underlying Assumptions – Bases argument on weakly stated or unstated assumptions.
17. Post Hoc Fallacy – If one event follows another event, then the first event caused the second one ("post hoc ergo propter hoc" – after this, therefore because of this).
18. Single Cause Fallacy – Singles out a particular contributory cause and treats it as if it were the only cause (or the only one worth mentioning).
19. Statistical Fallacies – Uses statistics to confuse people with misinformation.

    Inaccurate samples: size of sample, representativeness, the questions and the questioner.
    Short-term statistics: used to make long-term claims.
    Rates and total numbers: not distinguishing between the two.
    Averages: not distinguishing between median (the middle figure) and the mean (arithmetic average).
    Gross statistics: confuses by equating total amounts with individual characteristics.
    Graphs: creates illusions by "sloping the trend line"; uses the "Big Figure" to make change greater than it actually is; deceives by using unmarked axes.
    Percents: uses percents to prop up a weak argument.

20. Stereotype – Uses oversimplified mental picture of a person, place, idea or event.
21. Straw Man – Claims that an opponent, real or imaginary, said something that he or she didn't say, which makes the opponent look foolish.
22. Weak Generalization – Presents generalization from single example or lack of evidence.

SCORER: TEST-TAKING STRATEGY

This strategy is designed to aid students to approach test taking systematically.

1. **S – SCHEDULE** your time. The student must think of:

   a. How many questions are there?
   b. What are the weightings of the various questions?
   c. Which questions are easy? Difficult? Quick to answer? The time needed to complete each section should then be estimated (e.g., a multiple choice test of 120 questions with a one hour time limit is: 60 / 120 = .5 minutes per question).

2. **C – CLUE** words. Most exam questions have built-in clues. Use them.

3. **O – OMIT** the difficult questions. The following procedure is suggested to aid students in this step.

   a. Move quickly through the test for the initial pass.
   b. When a question appears easy or you're certain of the answer, answer it.
   c. Skip those questions on the first pass which appear difficult. When a question is missed, mark the margin with a symbol (+ or ✓) to show that you need to come back to it.
   d. When the easy and certain questions are answered, return to those skipped and marked with a symbol, and try again.
   e. If you still are unable to answer on the second pass, mark the questions again by changing the "+" to a "++" or ✓ to "✓✓". Keep going.

4. **R – READ** the directions for the entire test and for each test question very carefully.

5. **E – ESTIMATE** your answers. This could have two meanings, according to the type of test question:

   a. Those involving calculations or problem solving – roughly estimate the 'ball park' figure.
   b. Multiple choice – take an educated 'guesstimate' at a possible answer if you are unable to answer the question on the third pass. Never leave questions unanswered unless you will be penalized for wrong answers.

6. **R – REVIEW**

   a. Use every minute available to you. Return to the double checked (++ or ✓✓) difficult questions first. Look for new clue words and hints. Next, review the single checked questions (+ or ✓), and finally the unchecked ones, if there is time.
   b. Only change answers if you have a good reason to do so.
   c. Be sure all questions are answered.
   d. Make certain that your name is **printed** on all separate sheets.

Adapted from *SPELT: A Strategies Programme for Effective Learning/Thinking: Inservice Edition* (SPELT International, Ltd.), pp. 162-163. Copyright 1987 by R. Mulcahy, K. Marfo, D. Peat and J. Andrews. Reprinted by permission.

TEST-TAKING CLUE WORDS

All or Never: In true-false questions, these words usually indicate a false answer.

Usually or Sometimes: In true-false questions, they usually indicate a correct answer.

The following terms are frequently used on tests and should be reviewed to ensure that all students know their meaning.

Compare – Look at two or more things and find how they are alike.

Contrast – The opposite of compare. Look at two or more things and see how they are different.

Criticize – Look at something and write about its worth. What might be wrong with it?

Define – Give a clear meaning.

Diagram – Make a drawing or a chart and label all the parts.

Discuss – Explain the good and bad points of something.

Enumerate – Answer in an outline form; list all the facts point by point.

Evaluate – Similar to discussing, but more emphasis is on individual opinions.

Explain – Tell how and why something happened.

Illustrate – Support the written/spoken answer with a drawing or chart.

Interpret – Give a personal opinion as to how and why something happened.

Justify – Prove a personal answer by providing evidence.

List – Put the answer down point by point.

Outline – List the major and minor points.

Prove – Present evidence to justify the answer.

Relate – Emphasize points that are similar/different and describe them in writing.

Review – Examine the major points of a problem critically.

State – Write about the main points omitting any details. Be brief.

Summarize – Present the main points only.

Trace – Start at the beginning of an event and follow its progress through to the end, describing major points along the way.

TIME MANAGEMENT

Effective time management will contribute to academic success and is a skill necessary for daily living. The following activity will assist students to:

- develop further awareness of personal use of time
- organize personal time more effectively.

Have students list activities and corresponding times for one evening, as illustrated below.

ACTIVITY	TIME	TIME IN MINUTES
Return from school	4:30	
Snack	4:30 – 4:45	15 min.
Play ball	4:45 – 6:00	75 min.
Eat supper, do household chores	6:00 – 7:15	75 min.
Watch TV	7:15 – 8:30	75 min.
Homework/studying	8:30 – 9:15	45 min.
Bathe, wash, etc.	9:15 – 9:30	15 min.
Listen to music	9:30 – 10:00	30 min.
Bed	10:00	

Have students determine the listed activities that may be inflexible or beyond their control, such as mealtimes and household chores, and those that may be flexible such as watching TV and completing homework. The following table may be used as an example and is based on the above sample schedule.

DAILY SCHEDULE

		Total hours/min.
Inflexible time; e.g., chores, meals etc.		1 hr. 15 min.
Flexible time; e.g.,		4 hrs. 15 min.
Entertainment		
– participating in sports	1 hr. 15 min.	
– watching TV	1 hr. 30 min.	
Personal care – bathing – hair care	30 min.	
Homework	30 min.	
Studying	15 min.	
Snack	15 min.	
		TOTAL TIME: 5 hrs. 30 min.

Have students refer to their personal time chart/daily schedule and complete the following activities:

- Calculate the percentage of total time devoted to activities during flexible time, such as entertainment, homework and studying.
- Compare homework/studying time to other components of flexible time.
- Discuss the accuracy of placing homework/studying time under inflexible time rather than as a component of flexible time.

Instruct students to develop a weekly studying schedule. Both homework and studying should be included in their schedules.

Some students will study by reviewing the new material from each class on a daily basis, while others may select one subject each evening to study.

Remind students that completing homework and studying daily may decrease the time they will need to spend studying before an examination, and will increase success.

QUESTIONING STRATEGIES

Student use of appropriate questioning strategies will enhance comprehension, problem solving, decision making and critical/creative thinking. Student ability to process information will be enhanced through generating, asking and answering questions.

Effective questions often include questions from both the cognitive (processing information) and affective (interests, attitudes) domains. Questions should be used to motivate, instruct or evaluate. Questioning strategies used by teachers may serve as models, but students should receive instruction on how to ask and answer their own questions.

Teachers are encouraged to model and promote student use of a variety of types of questions. Four levels of questions may be used and placed on a continuum moving from closed to open questions. The four levels of questions include:

- MEMORY LEVEL questions require one to recall factual information (definitions, time, place) and are closed questions because there can be only one correct answer.

- CONVERGENT LEVEL questions require individuals to recall and organize facts or ideas into their own words, displaying ability to recognize relationships. Convergent questions are closed because one correct answer exists, but answer need not be rote memory.

- DIVERGENT LEVEL questions require original and creative responses by combining facts and ideas in order to draw conclusions (synthesizing and inferring). They are open questions as there may be more than one correct answer, but answers are based on accurate information.

- EVALUATIVE LEVEL questions call for judgment and choice based on evidence and values. Evaluative questions are open as there are no incorrect answers, only opinions or choices.

Questioning strategies enable students to recall, comprehend, apply, analyze, synthesize and evaluate. Students should be aware that the question type used is related directly to the information required. Question types at each level are important and one will often use all levels to generate, clarify, organize and increase information and ideas.

Teachers may directly teach questioning strategies, using various methods, including:

1. Introduce a question level/type to students, provide opportunities for students to use the question type, encourage them to make note of when they use the question type and have students share information with classmates. Focus on one question type for a period of time (e.g., one week) and repeat the activities with consecutive questioning strategies. Conclude direct teaching of question levels/types by having students separate themselves into two groups. One group will observe and record question types used, while the other group discusses an issue, current event, etc. Reverse roles and repeat.

   Have students graph or chart the question types used during the discussion and provide opportunities for discussion of the results. Assist students to realize that the use of all question levels and types will enhance understanding.

2. Write a topic or a question on the chalkboard and tell students to form an opinion about the topic or answer the question. Ask students what they need to know before they can form an opinion, or answer the question and record their responses.
   e.g., Topic: Automobile insurance rates
   Question: What do you need to know to pass Friday's quiz?

   Have students categorize the questions according to the levels/types listed on the chart.

The following list is intended to assist teachers in constructing questions for classroom discussion, activities, assignments and examinations. Types of questions can be adjusted to the learning styles and abilities of students.

Levels/Types	Key Words	Examples
REMEMBERING KNOWLEDGE (recalling, recognizing) Recalling or recognizing information from memory.	Define Describe Identify Label List Locate Match Name Record	How . . .? What . . .? When . . .? Where . . .? Which . . .? Who . . .? Why . . .? Locate various sources of information.
COMPREHENSION (translating, interpreting, extrapolating) Understanding the meaning of information. Changing information from one form to another. Discovering relationships.	Explain Outline Paraphrase Rephrase Restate Reword Translate	Recognize the main idea. Explain what is meant. Explain in your own words. Give an example. Condense this paragraph. State in one word. What part doesn't fit.
APPLICATION (organizing) Using learning, information in new situations.	Apply Change Demonstrate Illustrate Manipulate Select Use	Select the statements that best apply. Tell how, when, where, why. Tell what would happen. What would happen if . . .? What would result . . .? This applies to . . . Does this mean . . .?
ANALYSIS (taking part) Separating information into basic parts so that its organizational structure can be understood – identifying elements, relationships.	Analyze Categorize Classify Compare Contrast (similarities/differences) Differentiate Distinguish Examine Identify parts Infer Outline (no format given) Separate	What relationship exists between . . .? Analyze cost, benefits and consequences. What motive is there . . .? What is the point of view of . . .? What is the theme, main idea, subordinate idea? Distinguish fact from opinion. What is relevant and non-relevant information? What inconsistencies . . .? What persuasive technique . . .? What does the author believe, assume . . .?

Levels/Types	Key Words	Examples
SYNTHESIS (putting together) Combining parts into new or original pattern. Creativity.	Combine Compose Conclude Construct Crate Design Develop Formulate Imagine Invent Make Plan Predict Produce Suggest Summarize	Formulate hypothesis or question. Plan an alternative course of action. Draw conclusion based on observations. What if . . .? How would . . .? How can . . .? How could . . .? If this . . . then what? How else would you . . .? State a rule. What would you predict . . .?
EVALUATION (judging) Judging whether or not something is acceptable to unacceptable according to defined standards.	Assess Choose Compare (pros/cons) Debate Decide Evaluate Judge Justify Prioritize/Rank Rate Recommend	Do you agree? Give your opinion. What do you think of . . .? Which do you prefer? Which is better? Would it be better if . . .? Judge bias, emotion, motivation. The best . . . The worst . . . If . . ., then . . .

NOTE-TAKING STRATEGIES

THE CORNELL SYSTEM

The Cornell System[1,2] is based on 5 R's – Record, Reduce, Recite, Reflect and Review. The Cornell System is illustrated below. The Cornell note-taking system will assist students in organizing facts and ideas and identifying key words and phrases.

Record – Record notes on the longer right-hand side of the page. Use consistent abbreviations. Write on every second line, which will allow you to make additions later.

Reduce – After class, reduce notes to key words, which are written in the left-hand summary column.

Recite – Test yourself (out loud or silently) by folding the page so that only the key word summary is exposed. Use these key words as cues to help retrieve the information written on the right-hand side of the page. This ideally should be done within 24 hours of the original note-taking.

Reflect - Manipulate the ideas contained in the notes. Think of ways the information in the notes links with what you already know. Draw diagrams.

Review – Self-test at least once a week for the next four weeks, and then regularly until exam time.

5 R's

Record
Reduce
Recite
Reflect
Review

NOTE-TAKING APPLICATIONS

A variety of note-taking strategies using the 5 R's may be applied when:

- note-taking from oral lectures, films, filmstrips, textbooks, or supplemental materials.
- integrating note-taking with a studying technique.

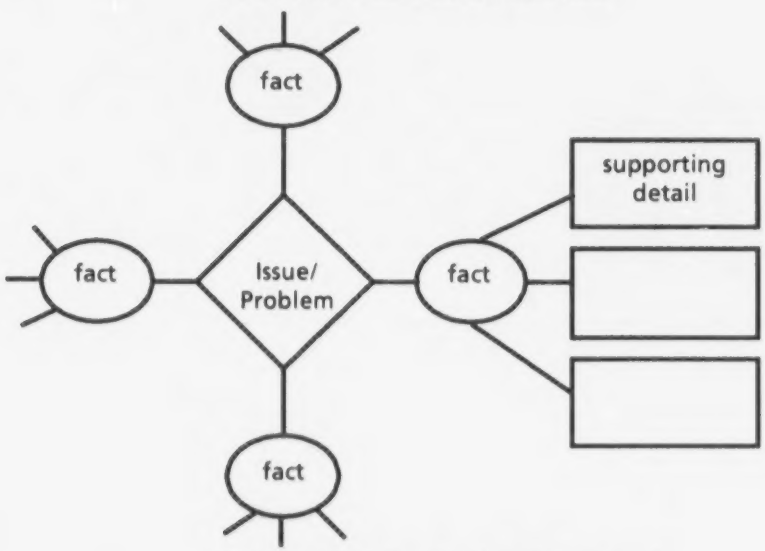
Encourage students to use mnemonic strategies to facilitate remembering and retrieval of the key words written in the left-hand margin.

1. Pauk, Walter. *Perceiving Structure: How Are the Ideas Organized?* Skills At a Time Series. Providence, RI. Jamestown Publishers, 1985.
2. Pauk, Walter. *How to Study in College*. 2nd ed. Boston, MS. Houghton Mifflin, 1974.

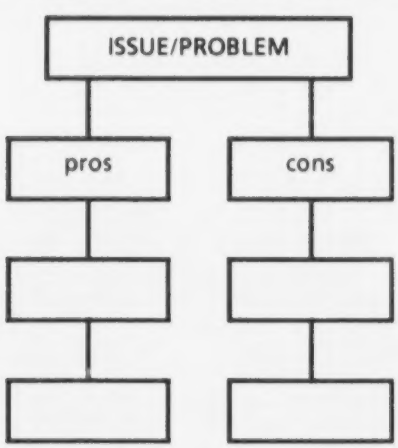
ORGANIZING FOR WRITING AND SPEAKING

Semantic webs or maps and comparative/contrastive maps can also be used as **prewriting** activities. Two configurations, which will assist students to organize facts and ideas in preparation for forming an outline are illustrated below.

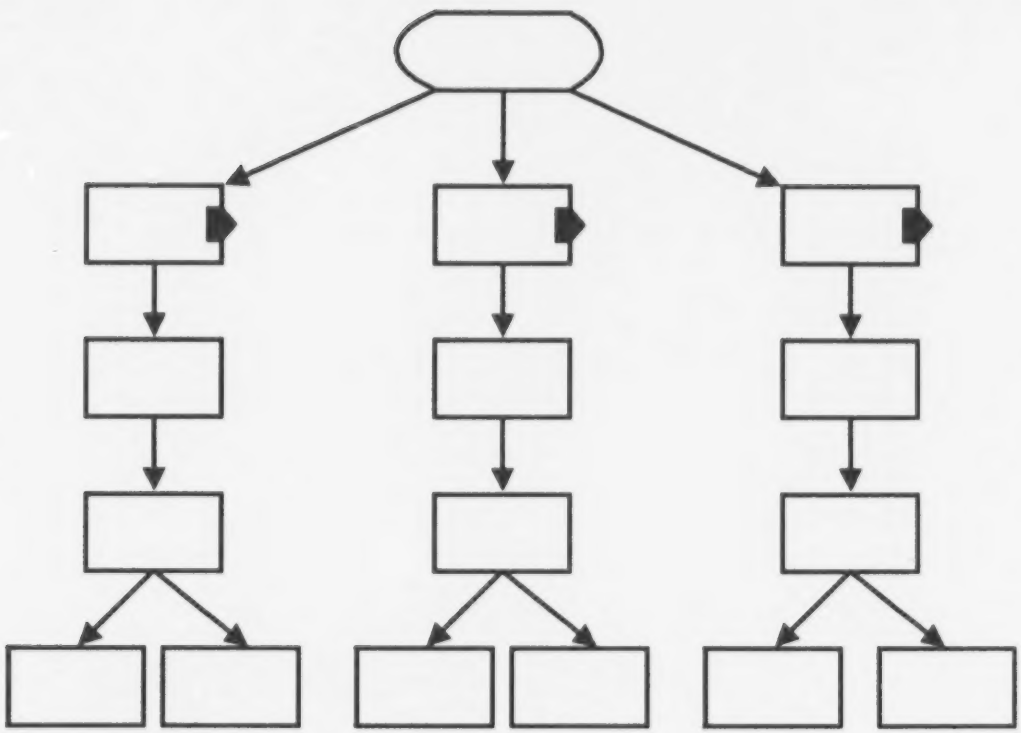
SEMANTIC WEB/DESCRIPTIVE MAP



COMPARATIVE AND CONTRASTIVE MAP



SEQUENTIAL MAP
(time order)



This "map" configuration may be used visually to display:

- the steps in following instructions (e.g., following a recipe)
- the chronological order of a sequence of events (e.g., reporting an accident, a news event, an event in history).

References

Costa, Arthur L. "Teaching For, Of, and About Thinking", *Developing Minds: A Resource Book for Teaching Thinking*. Association for Supervision and Curriculum Development. Alexandria, Va., 1985.

de Bono, Edward. "The Direct Teaching of Thinking on a Skill", Phi Delta Kappan. (64, 10) June, 1983.

Juntune, Joyce. *Developing Creative Thinking – Book 1 and Book 2*. Circle Pines, MN, 1984.

VOCABULARY FOR ORGANIZING, SPEAKING AND WRITING

SIMPLE ENUMERATION

first
to begin with
second
also
too
furthermore
moreover
besides
again
in addition
next
then
most important
equally important
finally
last
in fact

GENERALIZATION PLUS EXAMPLE

for example
for instance
in other words

TIME OR SEQUENCE

first
second
next
finally
on (date)
as
when
now
before
later
after(wards)
not long after
following
in the meantime
while
soon
subsequently
at last
after a short time

CAUSE AND EFFECT

accordingly
as a result
because
consequently
hence
since
therefore
for this reason
this led to
so that
nevertheless
if . . . then
thus
the conclusion
on account of
owing to

COMPARISON - CONTRAST

at the same time
although
but
however
conversely
in spite of
despite
on the other hand
nevertheless
notwithstanding
as well as
not only . . . but also
either . . . or
while
unless
in comparison
in contrast
still
yet
on the contrary
likewise
similarly

CURRENT AFFAIRS

The study of current news events is inherent to a social studies program. Thematic units provide opportunities to include the study of current news items as they relate to the prescribed knowledge, skills and attitudes of the social studies courses. Teachers are encouraged to address current affairs on an ongoing basis throughout the school year. A supply of media material should be available to students and students should be encouraged to bring appropriate media items from home, the workplace and the community. A variety of media sources may be employed including:

- local, rural/urban, provincial, national newspapers
- magazines, pamphlets, booklets
- television and radio news broadcasts and programs
- public and private institutions, such as libraries, schools, health care agencies, travel agencies.

Relating current world issues to the contexts of the social studies program will enhance student learning. The following example illustrates the relationships among current affairs and the contexts of world, country, province, community, family and self.

EXAMPLE

Current Event: Lack of rainfall results in low crop yield in the United States.

Contexts	Consequences
World	Decrease in wheat from the United States on the world market.
↓	
Country (Canada)	Increase in demand for Canadian wheat.
↓	
Province (Alberta)	Increase in revenue from agriculture which may result in additional support for government services, such as health care, education, etc.
↓	
Community	Increase in personal income for people in the farming industry may result in increased sales and, thus, economic stability for local retail outlets.
↓	
Family	Increase in spending flexibility and purchasing power; increase in government services.
↓	
Self	Present: increase in allowance Future: increase in agriculture – related employment opportunities.

SUGGESTED ACTIVITIES

The following activities may be adapted and used in Social Studies 16 and 26 thematic units.

NEWS SOURCES

1. Have students locate current news information sources, such as newspapers, television, radio, billboards, magazines, etc.

2. Have students examine, analyze and/or compare the format and/or layout of:
   - local, rural/urban, provincial, national newspapers
   - various journals (e.g., Alberta Report, Canada and the World, Canadian Geographic)
   - television programs (e.g., 60 minutes, W5, 48 hrs., The Fifth Estate)
   - radio news broadcasts.

3. a. Provide opportunities for students to compare the format used when writing or reporting specific news events from a variety of sources:
      e.g., main idea and supporting details
      fact and opinion
      use of visuals, such as diagrams, photographs, charts.

   b. Have students analyze and/or compare editorials from television, radio, journal and newspaper sources.

4. Encourage students to investigate the use of visuals in reporting by referring to the following:
   - Is the visual clear?
   - Does the visual enhance the broadcast?
   - Does it clarify the news item?
   - Would the report be equally clear without the visual?
   - Describe the visual.
   - Provide opportunities for students to summarize verbally and/or in writing visuals used when reporting.

5. Provide opportunities for students to write, tape record, present, summarize, demonstrate and/or videotape individual and/or group news reports throughout the year. Students often enjoy role playing news/sports broadcasters.

6. Schedule a television for the classroom in order to view and analyze news programs presented during the day. Initiate discussions about format, accuracy, fact/opinion, clarity, visuals, depth, etc.

7. Have students examine the reliability of news sources.

NEWS AND GEOGRAPHY

1. Place a large world map on the bulletin board. Have students contribute news items and identify the location of the event on the world map throughout the year.
   - Encourage students to clip from print sources and/or summarize news items to attach to the bulletin board adjacent to the map. Run string from the clipping/summary to the geographical location.

2. Distribute world maps to students to locate areas in the news.
   - Have students place on maps main water bodies, directions, equator, tropics, prime meridian, hemispheres, continents, etc.
   - Provide opportunities for students to use latitudes and longitudes to find absolute location of places in the news.

3. Provide students with a variety of atlas activities:
   - to become familiar with the information contained in an atlas
   - to read various types of maps; e.g., political, population distribution, landform and climate maps
   - to read and interpret visuals, such as graphs, charts, legends, diagrams
   - to use latitudes and longitudes to find absolute locations.

4. Have students compare various world representations such as globes and maps.

5. Provide opportunities for students using scales to estimate and/or calculate distances from their community to areas in the news.

6. Have students compare time zones, climate, vegetation, natural resources, population, transportation routes, etc., of areas in the news.

NEWS ITEMS

1. Establish current events files that pertain to the topics of the social studies program. Encourage students to contribute relevant news items as they occur for future reference. Remind students to date and name the source of the articles.

2. Initiate discussion by asking students to share information about current news issues. Have students distinguish between municipal/local, provincial, national and international news.

3. Have students identify the main issues or problems in news items and describe or hypothesize factors contributing to the news event, such as economy, politics, religion, climate, natural disasters, etc.

4. Have students use critical/creative thinking and problem-solving/decision-making strategies to develop alternative strategies to resolve problems/issues presented in current news items.

5. Provide students with a current news headline and/or outline summary and have students write or present a factual news article based on the information.
   - Have students write or present an editorial based on the information.
   - Have students apply an alternative strategy to the problem/issue and discuss the process and results.

6. Encourage students to recognize the influences of newsworthy events on self, community, province, country and world.

7. Conduct an opinion pole related to a current news issue within the school or community. Analyze and discuss the results.
   - Present the information to other students, using charts, graphs, etc.

8. Encourage students to attend and report school and community events.

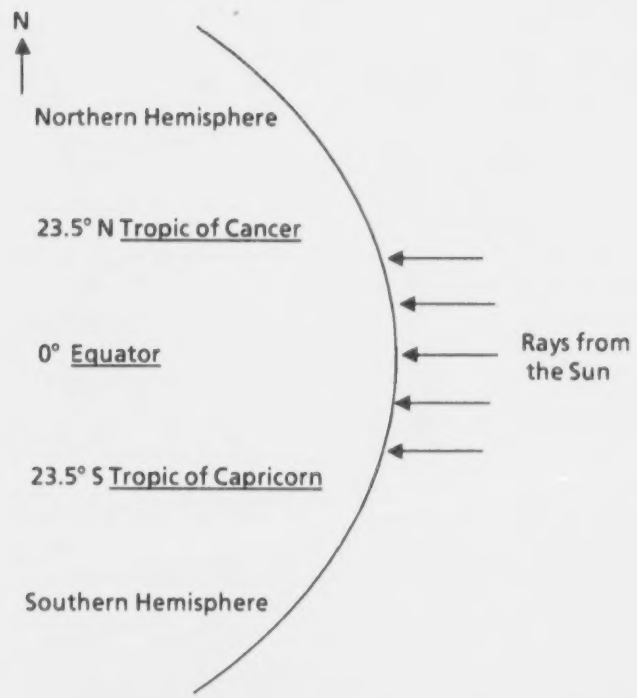
MAPPING ACTIVITIES

1. Provide opportunities for students to examine and discuss the structure and purpose of a globe.

   A globe – is a representation of earth, and therefore, is spherical
   – has imaginary lines called latitudes and longitudes used to locate places.

   Latitudes are parallel lines that divide the globe horizontally. Latitudes never meet and are sometimes called parallels. The equator is 0° latitude and separates the globe into northern and southern hemispheres.

   The Tropic of Cancer and Tropic of Capricorn represent the boundaries of direct sunlight; i.e,. where rays from the sun will touch the surface of the earth at 90° angles.

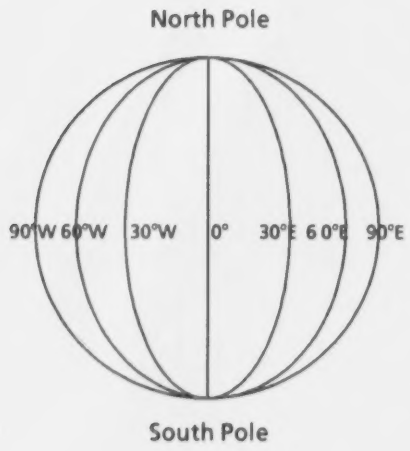


The Tropic of Cancer is 23.5° N
The Tropic of Capricorn is 23.5° S
The North Pole is 90° N
The South Pole is 90° S

Have students use a globe to:

- compare size and number of land masses and water bodies in the northern and southern hemispheres
- identify continents, countries, oceans, etc., in the northern and southern hemispheres
- identify countries intersected by the equator and tropics
- identify other latitudes; e.g., the 49th parallel separates Canada from the U.S.A.

Longitudes are imaginary lines that divide the globe vertically. Longitudes are sometimes called **meridians** and meet at the poles. Longitudes divide the globe into eastern and western hemispheres. The Prime Meridian is 0° longitude and intersects Greenwich, England. The longitude with the highest value is 180° and is on the opposite side of the globe to the prime meridian.



Have students use a globe to:

- locate 0° and 180° longitude, and the international date line
- compare the size and number of land masses and water bodies in the eastern and western hemispheres
- identify continents, countries, oceans, etc., in the eastern and western hemispheres
- name the continents and countries intersected by the prime meridian
- identify other longitudes;
  e.g., 120° W separates Alberta from British Columbia
  40° E roughly separates Europe from Asia.

2. Provide opportunities for students to use <u>latitudes and longitudes</u> to find the locations of various places on the globe, such as:
   the continent to be found at 25° S 130° E
   the country located at 50° N 90° E
   the water body located at 0° 80° E
   the continent located at 40° N 100° W.

3. Use atlases and other resources and provide opportunities for students to compare representations of earth, such as globes and various map projections:
   e.g., Mercator, Lambert and polar equal-area
   - Sketch the continents on a mandarin orange and have students view the sketch. Peel the orange in one piece and lay the peel on a flat surface. Have students observe and discuss the distortions in size, shape and/or direction.
   - Have students discuss the difficulties that arise when cartographers attempt to represent the globe on a flat surface.
   - Assist students to recognize and chart the advantages and disadvantages of various representations of the globe:
     e.g.,

	Advantages	Disadvantages
Mercator		
Lambert		
Polar Equal-Area		

GENERALIZATIONS IN SOCIAL STUDIES

Facts and concepts can be used to form general statements that are nonspecific and have broad applicability. These general statements are called generalizations. Assist students to develop generalizations in social studies and to apply knowledge about generalizations to other subject areas, at home, in the workplace and in the community.

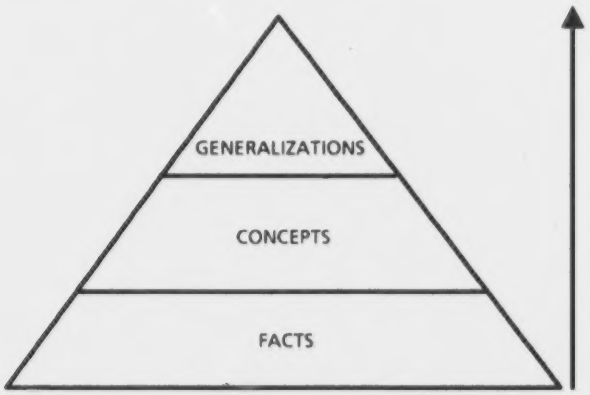
The following illustrates the relationships among facts, concepts and generalizations:

FACTS → **CONCEPTS** → **GENERALIZATIONS**

Details, statistics and/or data related to specific situations.

A term, phrase or symbol that represents a class or group of ideas or information.

A statement that combines a broad mass of related information, expresses a relationship between two or more concepts and often contain qualifiers.



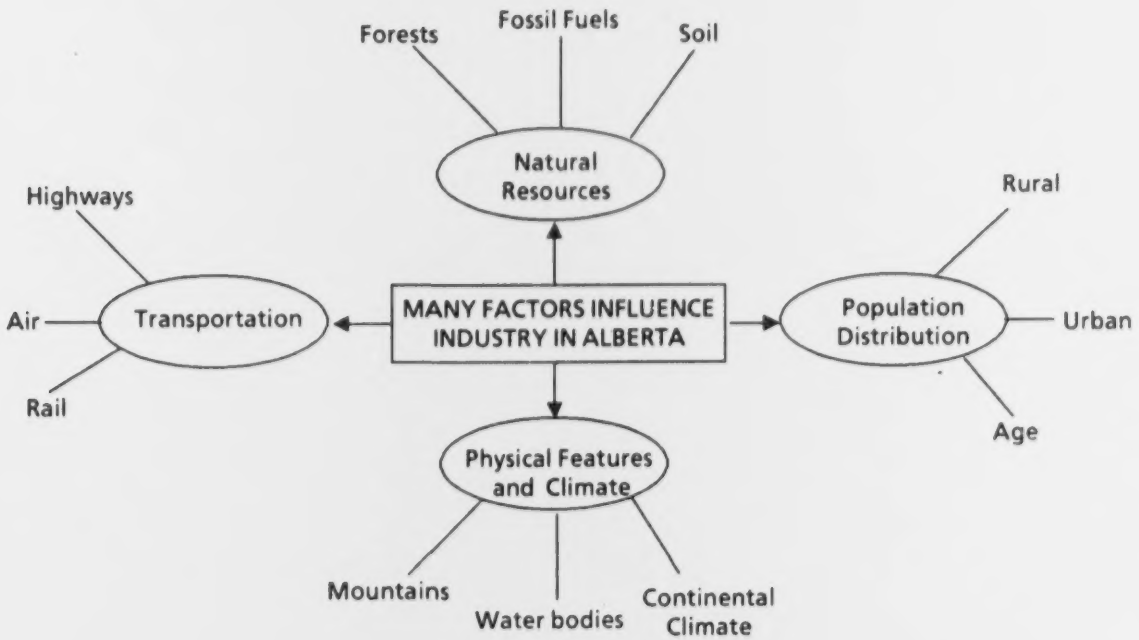
e.g.,

FACTS	CONCEPTS	GENERALIZATION
• Canada is known internationally as a producer of oil • Canada consists of people from many cultural backgrounds; e.g., Native, German, French	• diversity • unity • pluralism • regionalism	• Many factors contribute to Canadian identity.

FACTS	CONCEPTS	GENERALIZATION
• awareness of personal feelings helps one to understand others • developing communication skills will enhance interaction • relating to others will increase tolerance	• personal/interpersonal development • citizenship	• Responsible citizenship involves personal and interpersonal awareness.

1. Provide opportunities for students to form generalizations throughout the program.

2. Use critical/creative thinking strategies to relate facts, concepts and generalizations:
e.g., SEMANTIC WEBBING



3. Have students evaluate their generalizations to determine whether they are logical and relate to the facts and concepts.

STUDENT EVALUATION RECORD

Name: _____ Block: _____ Teacher: _____

Purpose: To record and monitor personal progress throughout the term.

ASSIGNMENTS AND HOMEWORK

Title/Topic	Date	Mark	Title/Topic	Date	Mark

ESSAYS AND PROJECTS

Title/Topic	Date	Mark	Title/Topic	Date	Mark

TESTS AND QUIZZES

Title/Topic	Date	Mark	Title/Topic	Date	Mark

CLASS PARTICIPATION

Participation in classroom activities is a very important part of social studies. Evaluate performance on several occasions throughout the term. Indicate the evaluator by placing one of the following in the appropriate box.

Evaluator	Performance
S = self-evaluation	M = mature
P = peer evaluation	A = adequate
T = teacher evaluation	N = needs attention

ESSAYS AND PROJECTS

STUDY SKILLS	Evaluator	Performance per Assignment								
		1	2	3	4	5	6	7	8	9
Maintains a well-organized set of notes.										
Completes assignments on time.										
Presents neat and well-organized assignments.										
Attempts to improve assignments that require revision.										
Arrives in class with required materials.										
PARTICIPATION SKILLS										
Volunteers answers to questions.										
Works well in groups.										
Uses class time efficiently.										
Participates in class discussion.										
Displays respect for self and others.										

Social studies requires student participation and one must attend in order to take part in classroom activities. Complete the calendar by placing the dates of days you were absent from school. On a separate sheet of paper, provide reasons for your absences.

September									February										
October									March										
November									April										
December									May										
January									June										

OBSERVATIONAL CHECKLISTS

The following checklists may be used by teachers on a regular basis to monitor student performance. The checklists may also be modified for use by students (self- and peer evaluation), community partnership supervisors or parents/guardians.

I. LEVEL OF INDEPENDENCE WITH WORK:

	A	O	S	N
• Settles down to work upon entering class.				
• Spends time on task; has satisfactory attention span.				
• Takes responsibility for making up work after absences.				
• Takes responsibility for supplies and equipment.				
• Follows directions; completes tasks with minimal assistance.				
• Asks for and accepts help when needed.				
• Accepts a challenge; works productively on tasks of increasing difficulty.				
• Displays self-confidence and pride in work.				

II. UNDERSTANDING OF CONCEPTS AND SKILLS:

• Uses the necessary vocabulary and concepts.				
• Uses appropriate operations, strategies and principles.				
• Asks questions, volunteers answers.				
• Answers questions that involve thought (e.g., What do you think?).				
• Demonstrates understanding through ability to generalize and apply.				
• Displays curiosity about objects, events, concepts and relationships.				
• Works independently on projects and research.				

Key
A = Always
O = Often
S = Sometimes
N = Never

Process

III. ABILITY TO INVESTIGATE AND SOLVE PROBLEMS:

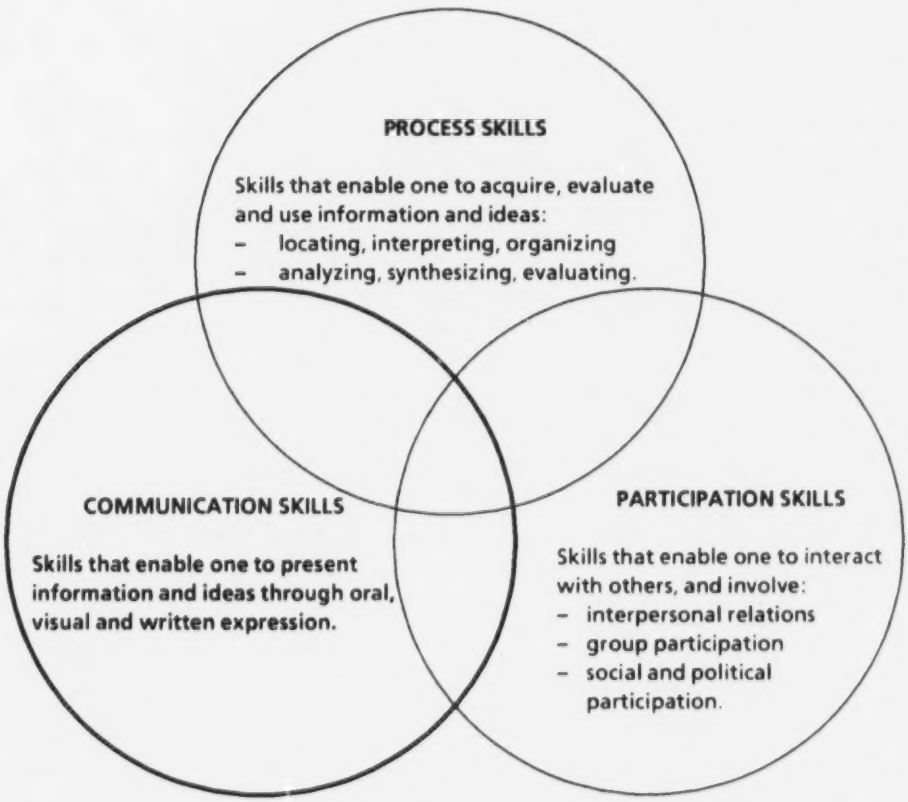
	A	O	S	N
• Understands and defines problems/issues.				
• Develops a systematic plan of attack.				
• Gathers information using a variety of sources.				
• Carries out plans and procedures, seeking help when necessary.				
• Uses appropriate strategies and processes.				
• Considers alternatives before reaching a solution/decision.				
• Evaluates solutions to the problem and decisions made.				
• Considers other ideas/opinions/solutions.				
• Defends personal statements/position on the basis of logical evidence.				

IV. INTERPERSONAL SKILLS AND SOCIAL GROWTH:

• Resists aggressive and impulsive behaviours.				
• Volunteers to work in group situation.				
• Cooperates and contributes to group goals.				
• Listens to peers; considers the opinions of others.				
• Participates in oral discussions.				
• Willingly helps others.				

Key
A = Always
O = Often
S = Sometimes
N = Never

SOCIAL STUDIES SKILLS: COMMUNICATION SKILLS


PROCESS SKILLS
Skills that enable one to acquire, evaluate and use information and ideas:
- locating, interpreting, organizing
- analyzing, synthesizing, evaluating.
COMMUNICATION SKILLS
Skills that enable one to present information and ideas through oral, visual and written expression.
PARTICIPATION SKILLS
Skills that enable one to interact with others, and involve:
- interpersonal relations
- group participation
- social and political participation.

A SEQUENCE OF SPEECHES

It is important for students to become self-confident about their oral language abilities. Many students will make their livelihood in the service industries where frequent oral language exchanges will be necessary. Employers value people who communicate effectively and with ease.

Planned speeches may be included in the social studies program. As students advance from Grade 8 to Grade 11, speeches should progress from self-centred topics to the critical analysis of an issue and the time element should increase.

Speech 1 (1-2 minutes)	Speech 2 (2 minutes)	Speech 3 (2-3 minutes)	Speech 4 (3 minutes)
Suggested topics: • An embarrassing moment • What I will be doing ten years from now • The hardest thing I've ever done	Suggested topics: • A demonstration on something I do well (e.g., apply makeup, curl a friend's hair, shoot basketballs, sketch cars)	Suggested topics: • A book presentation • A film you should (or should not) see • A TV program you may enjoy	Suggested topics: • A report on an interview with someone in the workplace (e.g., job shadowing assignment)
Objectives: • to become aware of the audience • to learn simple strategies for preparing a presentation (e.g., notes on index cards) • to overcome nervousness	Objectives: • to become less dependent on notes • to develop metacommunication skills (e.g., monitoring what the audience expects from the speech) • to become increasingly fluent in speaking before an audience • to learn the value of gestures and body movements • to learn the appropriate use of props and visual aids	Objectives: • to show insight into the characters • to summarize and give main ideas • to share a personal opinion or judgment with an audience	Objectives: • to organize thoughts into a sequence • to transmit information gained from another source • to make an evaluation of the quality and authenticity of the information

TEACHING STRATEGIES

Teachers must prepare students for delivering formal speeches, using a variety of preliminary activities which will serve to develop speaking abilities at an appropriate pace for each student. The following suggestions may assist teachers when planning instruction designed to develop speaking abilities:

- class discussions
- peer discussions in pairs
- individual question/answer sessions or discussions with the teacher
- discussions in small groups
- reading and/or presenting to the teacher, peer or a small group
- a group presentation where each member presents a section.

Preparing for making speeches should involve coaching the students on using notes or cards and rehearsing the speech. Writing the speech involves organizing the information. Strategies useful to students in the preparation phase include:

- writing an exciting or interesting opening sentence to attract the attention of the audience
- developing a thorough description/explanation of the selected topic
- concluding the presentation.

On occasion, have students evaluate each other to test listening skills and to provide constructive criticism using the "Speech Evaluation Guide" which follows. Overuse or poorly timed peer evaluations may intimidate rather than encourage the student who is uncomfortable with oral presentations.

As students gain confidence in their speech-making abilities, teachers may wish to time the speeches and to appoint someone to record the number of speech disfluencies (e.g., "you know", "um", "er", "like", "ah").

To develop organization skills and self-confidence further, opportunities could be provided for students to present impromptu speeches. Initiate these 50 to 90 second presentations, using topics familiar to students and/or topics that will allow students to defend an opinion, such as:

- "Why I like skating/skiing/swimming . . ."
- "My favourite person is . . ."
- "The legal age for driving a motorbike should be lowered because . . ."

SPEECH EVALUATION GUIDE

Name: _____ Date: _____

Topic: _____

		Yes	Needs Improvement
1.	The speaker was adequately prepared. Comment: _____	___	___
2.	There was a definite introduction, body and conclusion to the presentation. Comment: _____	___	___
3.	The speaker made eye contact with the audience. Comment: _____	___	___
4.	The speaker was able to control nervousness. Comment: _____	___	___
5.	The speech was audible and clear to all listeners. Comment: _____	___	___
6.	The speaker used notes/cards in a way that did not interfere with the main purpose of the speech. Comment: _____	___	___

Identify and comment on the speaker's strongest point. _____

_____

_____

Give two specific suggestions for improvement.

1. _____

_____

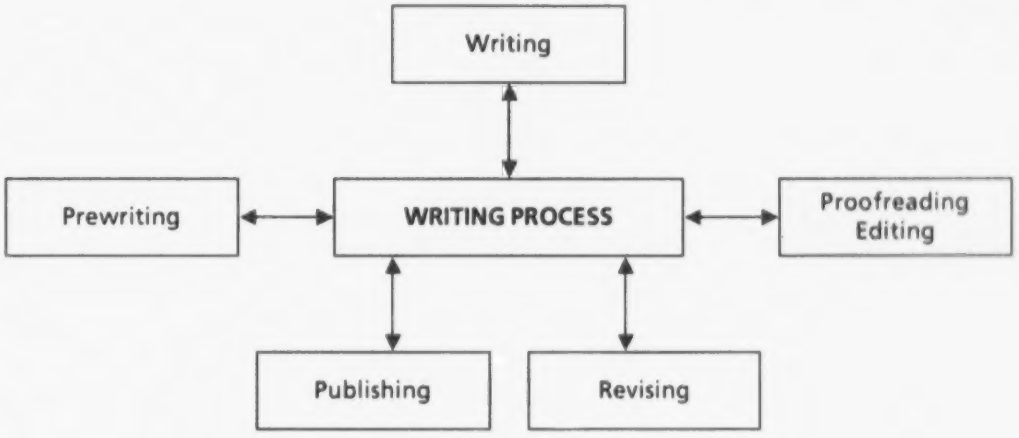
2. _____

_____

THE WRITING PROCESS

The WRITING PROCESS is recursive, rather than linear. WRITING INVOLVES CONTINUOUS MOVEMENT BETWEEN AND AMONG THE VARIOUS STAGES IN THE PROCESS.

e.g., When revising a paragraph, the writer may return to the prewriting stage for new ideas and/or directions.



The WRITING PROCESS will include the following:

PREWRITING ACTIVITIES

1. Generate ideas
   - brainstorm
   - use semantic webs and maps
   - read, discuss, ask, view, listen.

2. Organize information
   - identify the audience
   - identify a subject, topic, main idea
   - apply various strategies to generate and organize information, such as discussing, reading, viewing; completing semantic webs and maps, charts, lists, etc.
   - recognize personal feelings about the subject, topic, main idea
   - determine the purpose of writing
   - write a thesis statement.

   The thesis statement (topic sentence) introduces the subject, interests the reader, suggests what details will follow and provides the writer's point of view.
   - discard details that are not relevant to the thesis statement

- determine a focus and use the remaining information to enhance that focus.
  e.g., Focus on life experiences and use personality characteristics and physical details to add interest or to support the main focus.

WRITING ACTIVITIES

Students will write several drafts which will be self, peer and teacher edited. Teachers must prepare students for peer evaluation by clarifying the focus of the evaluation and by having peers provide constructive criticism and positive comments. (See Communication, "Peer Feedback".)

Teachers should model editing behaviour with individual students and/or with the entire class before using a peer editing strategy.

Students will:
- introduce the topic in a brief and interesting fashion
- expand on the topic, provide facts and supporting details in one or two body paragraphs
- conclude the paragraph/report by summarizing the topic and point of view.

REVISING ACTIVITIES

Students will revise their writing following self, peer and teacher appraisal. Various strategies may be used when revising material:
- read aloud to self or a classmate
- read, record and play back writing
- delete, rearrange, modify and add words, sentences and paragraphs
- return to prewriting activities and ideas when necessary
- ask the following questions:
  - Is the thesis statement thorough and clear?
  - Is the point of view expressed clearly?
  - Are the facts true and do they relate to the thesis statement?
  - Are the facts supported by appropriate and relevant details?
  - What should be increased, decreased, removed?
  - What is good? Needs improvement?
  - Does the conclusion sum up the topic and point of view?

PROOFREADING/EDITING ACTIVITIES

Students will proofread/edit personal writing and, when they are comfortable, include peers in proofreading/editing stages.

Students will:
- check grammar, spelling, punctuation, sentence structure
- use a dictionary, thesaurus, handbook, etc.

PUBLISHING

Students will write or use a word processor to print a final copy.

WRITING A REPORT

Purpose: To write a research report based on gathered information.

Use the following to:
- organize your report
- self-evaluate performance
- obtain peer and/or teacher feedback.

Evaluator: Self = S; Peer = P; Teacher = T

Performance: Very Good = VG; Satisfactory = S; Needs Improvement = NI

A. Generates ideas through prewriting activities, such as brainstorming, discussing, personal experience and incidental reading.

B. Selects a topic based on audience and purpose, such as interest, assignment, etc.

C. Gathers data from a variety of sources, using numerous methods.

Sources – libraries, community members, media.
Methods – surveys, interviews, guest speakers.

D. Organizes data, using a suitable strategy such as outlining, semantic webbing and mapping.

E. Writes a draft with an appropriate introduction, develops the topic using personal experience, examples, supporting details and develops a suitable ending. Uses a word processing program (if available).

F. Edits the draft, using self-editing strategies, peer/teacher input, discussion with peers and teacher.

G. Writes a polished report based on edits. Writes on one side of the page, using double spacing. Selects an appropriate title.

H. Evaluates the product and process by re-examining the procedures and the resulting product.

Evaluator	Performance	Comments

JOURNAL WRITING

Many approaches to the journal writing component of the social studies program are possible. A prime benefit may be that journal writing encourages an expression of the student's own thoughts. Journals also promote writing for purposes other than evaluation by the teacher. Thus, journal writing may be seen as a non-threatening activity. Journals are generally not evaluated, although teachers may wish to expand the use of journals as learning tools by offering specific, non-threatening suggestions. Computers and word processing programs may be used by students for journal writing.

Although writing journals is an appropriate learning activity, teachers are cautioned against overusing journals. Determine the extent of journal use in other classes and plan journal writing accordingly.

SUGGESTIONS FOR JOURNAL WRITING

- encourage students to use a loose-leaf binder
- partake in this activity and share entries with the class
- use journal writing to stimulate discussion, to brainstorm and to build a trusting atmosphere for sharing
- read their journals to gain insights into students' thinking: their concerns, problems, fears, joys, anxieties and their thoughts about other subjects
- give feedback, but avoid evaluative statements about the writing itself: what matters is the attempt to write, and the expressing of ideas and thoughts.

TITLES AND TOPICS FOR JOURNAL WRITING

• My Occupations Log	– comments and descriptions of projects – new words/technical vocabulary – sketches, diagrams, explanations, questions
• Science Journal	– definitions of terms – notes on observations – notes on concepts not understood
• TV Viewing Journal	– schedule for viewing – programs watched and reasons why – summarize a TV movie enjoyed recently – summarize events of a serial program and make predictions
• Social Studies Journal	– reactions to controversial issues in the news, such as elections, laws, travel
• Interpersonal Development Journal	– a form of diary summarizing experiences at home, with friends and in the community.

References

Fulwiler, Toby. "Journals Across the Disciplines." English Journal, Vol. 69, 9, December 1980, pp. 14-19.

Alberta Education, Curriculum Branch. *The Writing Process Using the Word Processor*, 1988.

RAFTS

During the prewriting activity, students need to focus on the writing variables. The structure of a RAFTS assignment can help students make decisions regarding the purpose, form, audience and tone of their writing. Teachers are encouraged to construct assignments for the students and show students how to brainstorm possibilities for writing.

The RAFTS assignment provides students with:

R – a role from which to do the writing. The role may be as intimate as self or as remote as an inanimate object. The developmental readiness of the learner is an important consideration as some students have difficulty assuming roles that exist outside their realm of real or vicarious experiences.

A – an audience for whom the writing is intended. Students need to write for audiences other than the teacher. Variation in audience provides for diversity in the form and level of language used.

F – a format in which to write. Students need to experiment with a variety of formats which may range from lists to reports.

T – a topic about which to write. Topics need to relate to the role and audience selected.

S – a strong verb which aids the student in vocabulary selection and setting the tone of the writing.

ASSIGNMENT FORMAT

As a Role, to an Audience, use a Format to write about a Topic using a Strong verb:

e.g., As a river, to the MLA, write a letter about industrial pollution that condemns ineffective pollution laws.

Students or teachers may alter the order to the RAFTS variables.

SAMPLE VARIABLES FOR RAFTS

Role	Audience	Format	Topic	Strong Verb
robot	scientists	speech	technology	advising
self	self	diary	weekend	informing
self	Premier	cartoon	political issue	complaining
motorcycle	young people	song	accidents	warning

Resource

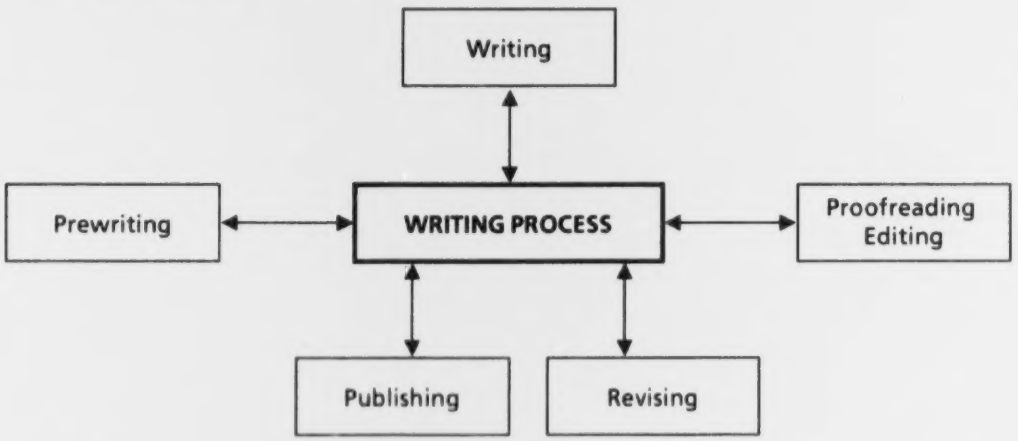
Alberta Education, Curriculum Branch. *The Writing Process Using the Word Processor*, 1988.

A BIOGRAPHICAL REPORT

Purpose: To write a biographical sketch about a member of your family, someone you know well or someone you admire.

The WRITING PROCESS is not linear. **Writing involves continuous movement between and among the various stages in the process:**

e.g., When revising a paragraph, the writer may return to the prewriting stage for new ideas and/or directions.



The WRITING PROCESS will include the following:

PREWRITING ACTIVITIES

1. Generate ideas
   - brainstorm
   - use semantic webs and maps
   - read, discuss, ask, view, listen.

2. Organize information
   - identify the audience
   - identify a subject, topic, main idea
   - apply various strategies to generate and organize information, such as discussing, viewing, reading; completing semantic webs and maps, charts, lists, etc:
     e.g.,

Physical Traits	Personality Characteristics	Life Experiences

- recognize personal feelings about the subject, topic, main idea
- determine the purpose of writing
- write a thesis statement.

The thesis statement (topic sentence) introduces the subject, interests the reader, suggests what details will follow and provides the writer's point of view:

e.g., The person I admire most is David Suzuki, who continuously expresses his concern about Canadian and world environments.

- discard details that are irrelevant to the thesis statement
- determine a focus and use the remaining information to enhance that focus:

  e.g., Focus on life experiences and use personality characteristics and physical details to add interest and/or to support the main focus.
  - Nellie McClung's strong personality, sense of humour and quick wit enabled her to convince the male-dominated Canadian government that women were more than simply "soft and sentimental". (The focus is life experiences; personality characteristics are used to enhance the focus.)

WRITING ACTIVITIES

Students will write several drafts which will be self, peer and teacher edited. Teachers must prepare students for peer evaluation by clarifying the focus of the evaluation and by having peers provide constructive criticism and positive comments. (See Communication, "Peer Feedback".)

Teachers should model editing behaviour with individual students and/or with the entire class before using a peer editing strategy.

Students will:
- introduce the topic in a brief and interesting fashion
- expand on the topic, provide facts and supporting details in one or two body paragraphs
- conclude the paragraph/report by summarizing the topic and point of view.

REVISING ACTIVITIES

Students will revise their writing following self, peer and teacher appraisal. Various strategies may be used when revising material:
- read aloud to self or a classmate
- read, record and playback writing using a tape recorder
- delete, rearrange, modify and add words, sentences and paragraphs
- return to prewriting activities and ideas when necessary
- ask the following questions:
  - Is the thesis statement thorough and clear?
  - Is the point of view expressed clearly?
  - Are the facts true and do they relate to the thesis statement?
  - Are the facts supported by appropriate and relevant details?
  - What should be increased, decreased, removed?
  - What is good? What needs improvement?
  - Does the conclusion sum up the topic and point of view?

PROOFREADING/EDITING ACTIVITIES

Students will proofread/edit personal writing and, when they are comfortable, include peers in proofreading/editing stages.

Students will:

- check grammar, spelling, punctuation, sentence structure
- use a dictionary, thesaurus, handbook, etc.

PUBLISHING

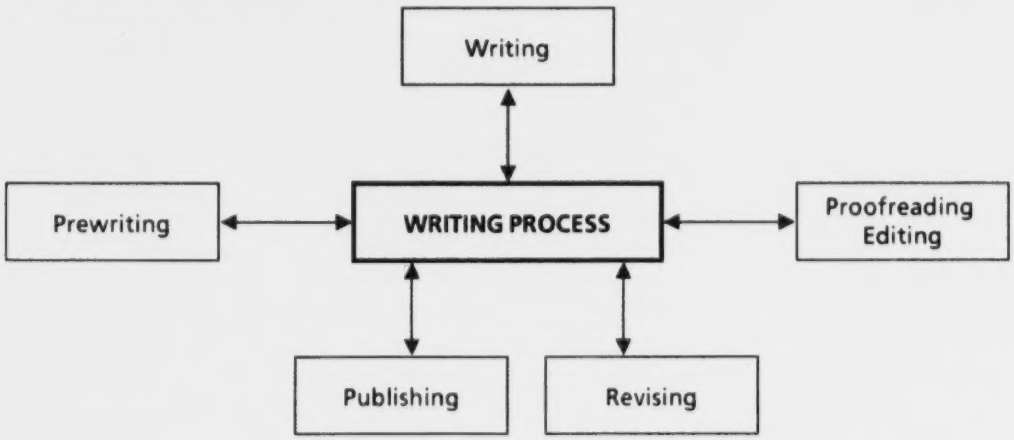
Students will write or use a word processor to print a final copy.

AN OPINION REPORT

Purpose: To write a paragraph/essay expressing a personal opinion about a person or issue.

The WRITING PROCESS is not linear. **Writing involves continuous movement between and among the various stages in the process:**

e.g., When revising a paragraph, the writer may return to the prewriting stage for new ideas and/or direction.



The WRITING PROCESS will include the following:

PREWRITING ACTIVITIES

1. Generate ideas
   - brainstorm
   - use semantic webs and maps
   - read, discuss, ask, view, listen.

2. Organize information
   - identify the audience
   - identify a subject, topic, main idea
   - apply various strategies to generate and organize information, such as discussing, viewing, reading; completing semantic webs and maps, charts, lists, etc:

   e.g.,

My Opinion	Others' Opinions

The thesis statement (topic sentence) introduces the subject, interests the reader, suggests what details will follow and provides the writer's point of view:

e.g., Technology has increased the quality of life for most, but not all, Canadians.
We are not Canadians, we are Northern Americans!

- discard details that are irrelevant to the thesis statement
- determine a focus and use the remaining information to enhance that focus.

WRITING ACTIVITIES

Students will write several drafts which will be self, peer and teacher edited. Teachers must prepare students for peer evaluation by clarifying the focus of the evaluation and by having peers provide constructive criticism and positive comments. (See Communication, "Peer Feedback".)

Teachers should model editing behaviour with individual students and/or with the entire class before using a peer editing strategy.

Students will:

- introduce the topic in a brief and interesting fashion
- expand on the topic, provide facts and supporting details in one or two body paragraphs
- conclude the paragraph/report by summarizing the topic and point of view.

REVISING ACTIVITIES

Students will revise their writing following self, peer and teacher appraisal. Various strategies may be used when revising material:

- read aloud to self or a classmate
- read, record and playback writing, using a tape recorder
- delete, rearrange, modify and add words, sentences and paragraphs
- return to prewriting activities and ideas when necessary
- ask the following questions:
  - Is the thesis statement thorough and clear?
  - Is the point of view expressed clearly?
  - Are the facts true and do they relate to the thesis statement?
  - Are the facts supported by appropriate and relevant details?
  - What should be increased, decreased, removed?
  - What is good? What needs improvement?
  - Does the conclusion sum up the topic and point of view?

PROOFREADING/EDITING ACTIVITIES

Students will proofread/edit personal writing and, when they are comfortable, include peers in proofreading/editing stages.

Students will:

- check grammar, spelling, punctuation, sentence structure
- use a dictionary, thesaurus, handbook, etc.

PUBLISHING

Students will write or use a word processor to print a final copy.

I-SEARCH REPORT

In developing research skills, students may need assistance, such as locating and gathering information, analyzing and evaluating the truthfulness of information, synthesizing information from a variety of sources and extracting needed information. A thoughtlessly assigned research project may become a lesson in plagiarism rather than a useful learning activity.

Students can successfully research and report information. A logical starting point is to have students engage in an "I-Search Report" where the information must come directly to the student through activities such as interviewing or experiencing (e.g., spending a day in a wheelchair and reporting to classmates). The "I-Search Report" may require extensive time for both in-class and out-of-class activities. A time span of four to six weeks would be appropriate. Students should follow the steps below in creating an "I-Search Report". (See Communication, "Writing Process".)

1. Select a topic. Brainstorm/list several issues/topics/people you are curious about. Select one for the "I-Search Report".

2. Narrow the topic. List questions you want answered about the topic.

3. Determine what you already know and what you really need to know by making a chart:

WHAT I KNOW	WHAT I NEED TO KNOW

4. Confer with your classmates and brainstorm for sources of information on your chosen topic. Tell your group how you became interested in the topic and what you need to know. Ask them for help – tips, names, addresses, phone numbers of experts, whatever.

5. Extend your list of possible sources of information. Find experts or authorities, films, tapes, newspapers, magazines, etc.

6. Before you interview people about your topic, determine the most appropriate way to approach them — through an introduction or directly? By telephone/letter?

7. Schedule an interview time that is suitable to them.

   Prepare interview questions prior to the interview to avoid questions that would permit "yes" or "no" answers. (See Participation.)

8. Know something about the topic before you interview. Approach your interview positively. Avoid "I'm sorry to bother you. I know you're a very busy person and don't have time to talk to little people like me. . . ." Authorities are usually busy or they wouldn't have become experts. Often they enjoy helping others because it provides the opportunity to talk about the work they love.

9. If you are concerned that experts may not have time to spare, begin by asking them where you might look for information and advice on your topic. You have provided them with the opportunity to refer you to other people or locations to obtain information if their time is restricted.

10. Takes notes by jotting down any pertinent information you obtain from the interview.

11. Test and compare the statements of experts. Determine whether the expert is rated highly by peers, whether the company or institution is reputable and whether the facts and details support each other.

12. Consult both first-hand sources (people who talk to you about what they're doing, or objects and events you observe on your own) and second-hand sources (books, magazines, newspapers, or people who tell you about what others have done). Remember that experts are persons who know a great deal about something and they need not hold an official position or be a certain age.

FORMAT FOR AN I-SEARCH REPORT

An I-search report may be organized in four parts according to the events that occurred during your search.

1. What I knew/did not know about my topic before I began the report.

2. Why I am writing this report (because the information will influence the individual's life rather than because the report was assigned).

3. Where I searched for information and the information I obtained.

4. What I learned and what I still need to know.

The "I-Search Report" may be written in a formal or informal manner.

Reference

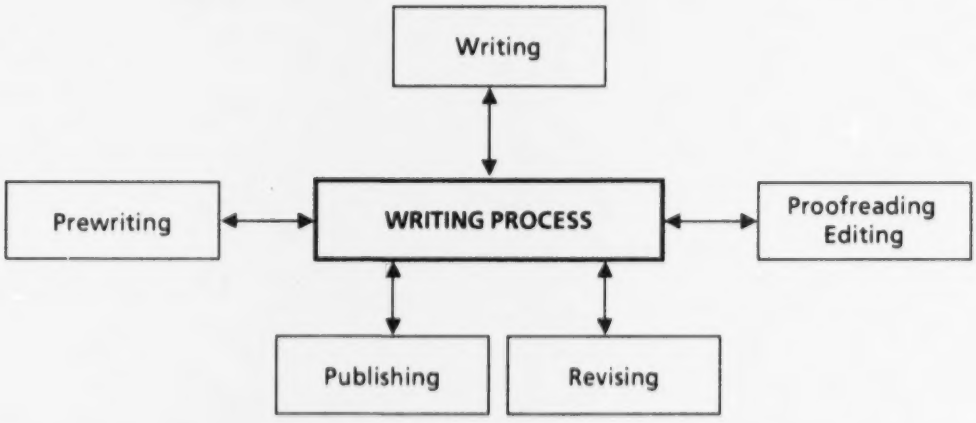
Macrorie, Ken. *Search Writing*. Boynton/Cook Publishing Inc., 1984, pp. 62-65.

COMPUTERS AND THE WRITING PROCESS

Computers and word processing programs can be used in the classroom to enhance students' prewriting, writing and post-writing performances. Computer assisted activities could include:

- daily/weekly journals
- paragraphs
- reports
- stories
- letters
- special occasion cards
- personal dictionaries
- poetry.

The **WRITING PROCESS** is not linear. Writing involves continuous movement between and among the various stages in the process:
e.g., When revising, the writer may return to the prewriting stage for new ideas and/or direction.



The following illustrates computer/word processing program use in the language arts classroom.

Prewriting ⟷ **Writing** ⟷ **Post-writing**

- Brainstorm/recall topics, vocabulary, descriptive phrases, facts, details, generalizations.
- Identify the audience.

- Use computer functions to organize and sequence material generated during the prewriting activity.
- Write first draft.
- Edit individually or by conferring with peers, teachers.
- Revise, using the computer functions of inserting, deleting or moving.
- Edit as needed.

- Write a final draft focusing on correctness and precision.
- Print and share final copy with several audiences including peers, teachers, administrators and the school newspaper.

Reference

Alberta Education, Curriculum Branch. *The Writing Process Using the Word Processor*, 1988.

A CHECKLIST FOR ASSESSING WRITING

Purpose: To self-assess writing or assess the writing of others.

Topic/Title: _____ Author: _____

Date: _____ Assessor: _____

Use check marks (✓) to respond to the following statements.

What I like most about this piece of written work is that the author has:

Ideas and Organization

- selected an appropriate title ____
- stated the purpose of the writing clearly ____
- demonstrated control of the subject ____
- demonstrated that he/she knows the audience ____
- chosen an organizational pattern to suit the purpose ____
- used vocabulary that fits the organizational pattern ____
- written a clear, concise topic sentence ____
- provided concrete supporting details and examples ____
- used transitional devices between sentences to enhance the flow and sequencing of ideas ____
- remained on topic ____
- developed ideas further by including appropriate pictures, charts or diagrams and effectively describes these ____
- concluded by recalling the main point and summarizing ____

Expression and Mechanics

- chosen words carefully
  - specific ____
  - concrete/abstract ____
  - colourful, descriptive, imaginative ____
  - vocabulary variety ____
  - sensitive to the reader ____
- included sentence variety ____
- avoided shifts in
  - personal pronoun use ____
  - verb tense ____
- maintained agreement of person, number and gender in
  - subject and verb ____
  - verb tense ____
- used correct punctuation
  - comma, period, question mark ____
  - exclamation, quotation marks ____
- avoided spelling mistakes in
  - predictable words ____
  - unpredictable words ____
- reflected pride/care for work by turning in work that is tidy, legible ____

Comments: _____

_____

_____

_____

PEER FEEDBACK

The intent of providing opportunities for peer feedback is to enhance student learning. Students must be prepared to give and receive feedback appropriately. Feedback will include positive statements and constructive criticism.

Teachers are encouraged to use a variety of strategies designed to provide an environment conducive to giving and receiving peer feedback. Students must recognize the purpose of the activity and must be aware of and sensitive to the feelings of others. (See "Safe Classroom Environments: Emotional/Physical", pp. 7-8, and "Evaluation" in the preamble to this document, pp. 9-10.)

The following may prove useful when planning for peer feedback activities.

FEEDBACK WILL

- Contain a balance of positive comments and constructive criticisms.

- Contribute specific examples of positive behaviours and constructive criticisms:
  e.g., Jason, I liked the way you nodded your head and smiled when you were listening to Sharon.
  Jessica, you have some interesting ideas and you express them well. Next time, wait until other people stop talking before you share your ideas.
  If you put this sentence after this one, Bobby, would the meaning be clearer?

- Focus on a maximum of three skills and/or behaviours, such as non-verbal communication, participation, on-task behaviour, sentence structure, paragraphs, etc.

- Provide examples of appropriate behaviours rather than listing inappropriate behaviours:

e.g.,	**Instead of saying**:	**Consider saying**:
	Don't interrupt.	Listen to everyone. We all have something important to contribute.
	You didn't remain on topic.	That is a great topic to discuss. If your discussion gets off topic, write down the new topic for later reference and continue with the present topic.

- Provide opportunities for students to contribute suggestions about strategies to encourage appropriate behaviours:
  e.g., If the discussion has wandered from the topic, ask students for strategies that may be used by group members to remain on topic.
  If a student is not participating, ask students to contribute strategies designed to include everyone.
  If a paragraph does not focus clearly on the thesis statement, ask the student to suggest ways to adjust the writing to support the thesis statement.

TEACHING STRATEGIES

MODEL FEEDBACK BEHAVIOUR

Provide feedback:

- to the entire class after completing a group activity, such as analyzing a community partnership experience
- to small groups after completing a group project, discussion, etc.
- to individual students about participation in groups, written work, etc.

COMPARE STUDENT AND TEACHER FEEDBACK

After completing a community partnership or other class activity, student and teacher evaluations may be compared:
e.g., Evaluate a visit to a newspaper office, a classroom presentation by a community member, a film, a newspaper article.

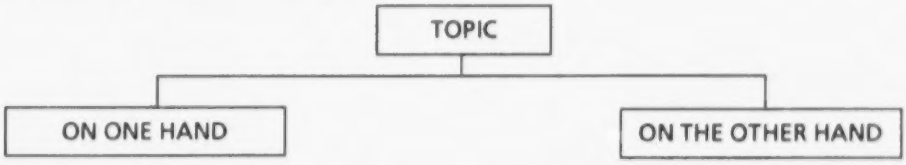
IDENTIFY AND DEFINE THE FOCUS OF THE FEEDBACK

Identify the focus of an evaluation and provide opportunities for students to obtain a thorough understanding of the focus.
e.g., The intent of the feedback may be to focus on whether the supporting details relate to the facts and the thesis statement. Provide practice for students to enhance their knowledge about thesis statements, facts and supporting details.

USE VARIOUS FEEDBACK TECHNIQUES AND TOOLS (See Evaluation in the preamble to this document, pp. 20-23.)
e.g., de Bono's PMI

Plus	Minus	Interesting

Comparative and Contrastive Maps



PROVIDE OPPORTUNITIES FOR STUDENTS TO RESPOND TO THE WORK OF PEERS

Initial activities should have students working with a self-selected partner and have one feedback focus.

As students become increasingly comfortable and feedback less threatening, the teacher may pair students on occasion; the focus may increase to two or three skills and/or behaviours; and the subject of the evaluation may vary.

PEER RESPONSE SHEET

Name: _____ Date: _____

Title: _____

Name of Author: _____

1. What do you like best about this item? _____

_____

2. What is the main idea of the item? _____

_____

3. Who is the intended audience? _____

_____

4. What feelings were expressed by the author? _____

_____

5. What would you like to know more about? _____

_____

6. Complete the COPS chart below to evaluate the work.

C Capitalization	O Overall Appearance	P Punctuation	S Spelling

7. Express your opinion about the item. _____

_____

_____

VIEWING RESPONSE SHEET

Name: _____ Date: _____

Title of the Visual: _____

Name of Author/Movie Company/Series: _____

1. What did you like best about this item? _____

   _____

2. What was the main idea of the item? _____

   _____

3. Who was the intended audience? _____

   _____

4. What feelings were expressed by the visual? _____

   _____

5. What would you like to know more about? _____

   _____

6. Complete the PMI* chart below.

P Plus	M Minus	I Interesting

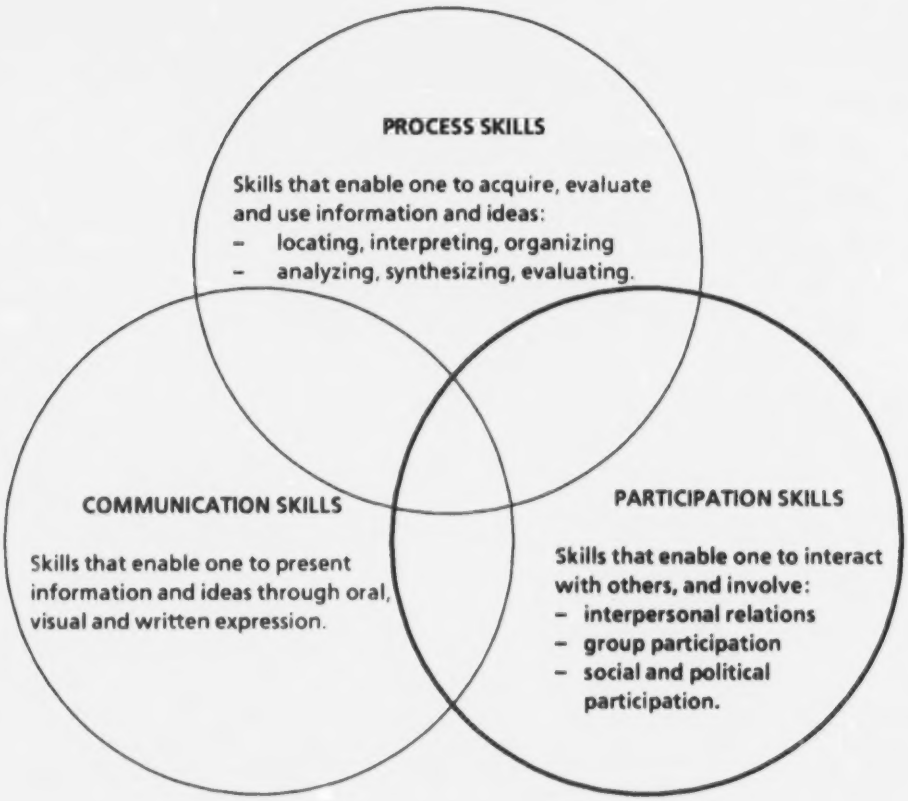
7. Express your opinion about this visual. _____

   _____

   _____

*de Bono, Edward. "The Practical Teaching of Thinking Using the CoRT Method", Special Services in the School, Vol. 3 No. 1/2, Fall/Winter 1986, pp. 33-47.

SOCIAL STUDIES SKILLS: PARTICIPATION SKILLS


PROCESS SKILLS
Skills that enable one to acquire, evaluate and use information and ideas:
– locating, interpreting, organizing
– analyzing, synthesizing, evaluating.
COMMUNICATION SKILLS
Skills that enable one to present information and ideas through oral, visual and written expression.
PARTICIPATION SKILLS
Skills that enable one to interact with others, and involve:
– interpersonal relations
– group participation
– social and political participation.

COOPERATIVE LEARNING

Cooperative learning is a teaching-learning strategy that encourages and requires students to work together in order to achieve common goals. Teachers provide a situation that is structured so that students are dependent upon each other to complete a learning task.

Note: The degree of success achieved through cooperative learning strategies depends upon effective and continuous teacher, peer and self-evaluation, the nature and interpersonal maturity of students and the focus of the activity. Teachers are encouraged to select teaching strategies in keeping with abilities and needs of students.

The basic elements of cooperative learning are:

- positive interdependence of group members
  - common goals
  - division of labour
  - sharing materials, information and resources
  - individual/group rewards
- direct interaction among group members
- individual accountability for completing and mastering assigned material
- interpersonal and small group skills development.

Teachers are encouraged to review a variety of related materials in order to enhance understanding of cooperative learning and related classroom strategies. The following may be of assistance:

Johnson, David W., Roger T. Johnson, and Edythe Johnson Holubec. *Circles of Learning: Cooperation in the Classroom*. Interaction Book Company, 7208 Cornelia Drive, Edina, MA, June 1986.

Johnson, David W., Roger T. Johnson, and Edythe Johnson Holubec. *Cooperation in the Classroom: Revised*. Interaction Book Company, 7208 Cornelia Drive, Edina, MA, 1988.

COOPERATIVE LEARNING STRATEGY: TEAM PLAN

The team plan strategy will provide opportunities for students to cover course material while enhancing personal and interpersonal skills. The teacher is a coach, director, monitor, rather than a supplier of information. Cooperation is crucial because individual and group success requires the combined efforts of each member. Students are responsible for their own learning and the learning of their peers.

- Organize students into "team groups" of two to four members (see Participation, "Sociograms").
- Have each student become responsible for a section of the total task:
  e.g., gathering data for a visual, answering questions, completing one part of a case study investigation.
- Have students who are responsible for the same tasks reorganize into "specialty squads". The "specialty squads" will enable students to master the topic through discussion, note-taking, etc. Students will develop a plan to present the information to their "team group".
- Use a variety of methods and sources to evaluate student, individual and group performance. (See Evaluation in the preamble to this document, pp. 20-23.) Marks should be based on the

average of an individual's grade and the average of grades obtained by the remainder of the "team group".
- Students return to the "team group" to review and reflect on how much they have learned and on how well they worked together.

COOPERATIVE LEARNING STRATEGY: PARAPHRASING

Provide opportunities for students to paraphrase in pairs in order to promote group effectiveness. When paraphrasing, the receiver may:

- restate the sender's message and feelings (not mimic or parrot)
- preface statements using phrases, such as
  - you think, feel, believe that . . .
  - your position is . . .
- avoid any indication of approval/disapproval
- be accurate
- avoid adding or removing information
- try to put yourself in sender's position.

INSTRUCTION IN AND ABOUT SMALL GROUP DISCUSSIONS

Students may require assistance to develop appropriate discussion skills. For example, they may lack experiences and/or skills necessary to recognize nuances of tone and mood in the facial expressions and speech of others. Students will benefit from a variety of discussion experiences designed to enhance the flow of interaction, such as speaking, listening, questioning, acknowledging and additional listening. (See additional discussion strategies and activities which follow in this document.)

SETTING RULES

Members of discussion groups may increase their involvement if they feel they have some ownership of the rules. Have student generate discussion rules and post these as reminders. Ensure that everyone understands the rules. Rules may change according to the goals of the group.

GROUP SIZE AND SEATING ARRANGEMENTS

Small groups of four or five are ideally suited to discussion. A circle formation permits all members to participate equally.

MAKING DECISIONS

Reinforce the process by which decisions will be made: consensus, majority vote, compromise, minority control, expert or authority in the group. The strongest decisions are those arrived at by group consensus, yet consensus is often difficult to achieve.

ROLES

Students may require assistance when determining their roles and functions in the group (e.g., a recorder takes notes, a chairperson keeps the discussion on track and encourages all members to become involved). The natural leader of the group may need assistance to avoid replacing the appointed leader. Teachers may assign roles for initial discussion experiences.

GROUP GOAL

Clarify for students the specific goal of the group discussion and encourage them to use strategies designed for keeping the discussion directed at reaching the goal (e.g., calling attention to and recording major ideas).

EVALUATION

Provide opportunities for students to self-evaluate. Peer evaluation may follow when students understand fully the purpose and focus of peer appraisal. Teachers may circulate and observe group interaction focusing on participation, on-task behaviour, communication skills, etc. Debriefing will include positive behaviours and constructive criticism. (See Communication, "Peer Feedback" and "Evaluation" in the preamble to this document, pp. 20-23.)

GROUP PROCESS SKILLS

The following tasks may require direct teaching:

- asking probing questions
- intervening if a member becomes disruptive
- calling attention to major ideas
- keeping time
- remaining on topic
- asking for opinions, information and suggestions from others
- offering opinions, information and suggestions
- correcting others
- asking for clarification
- releasing tension in the group
- working as a unit.

NON-VERBAL CUES

The following activity is to be completed while students are grouped in pairs and sitting throughout the classroom. Students are to face each other, about one metre apart with nothing between them, and nothing in their hands to distract them. Some students will be comfortable on the floor while others will adjust their position to remain in their desks. Teachers may assign partners to increase class cohesiveness, cooperation, etc. (See Participation, "Sociograms".)

PART A: LACK OF RESPONSE

- One student will be 'A', the other will be 'B'.
- Ask 'A' to role play being a tape-recorder which means 'A' does not respond to 'B' in any way but, rather, just sits without moving.
- Assign 'B' a topic and permit 30-45 seconds for 'B' to talk about the topic (e.g., "My favourite memory", "My favourite TV program").
- Call "stop" and ask 'A' to "play back" the recorded message as closely as possible to the original.
- Reverse the above to allow 'B' to be the tape-recorder and 'A' to discuss a topic.
- Debrief students after this section by asking questions similar to the following:
  - How did you feel when you were the tape recorder?
  - How did you feel when you were the speaker?
  - Did you want to continue speaking when you had no response from the listener?

PART B: POSITIVE, NON-VERBAL RESPONSES

Have students organize themselves into pairs and select an 'A' and a 'B'.

- Ask 'A' to role play the "attentive listener" and to use appropriate non-verbal skills while listening.
- Assign a topic to 'B' and ask these students to talk for 30 seconds. (Topics may include "My favourite weekend activity", "Why I like (name or sport)", or "My favourite food".)
- After completing the activity, reverse the roles, assign a new topic and continue for another 30 seconds. During the activity, walk around the classroom; model and acknowledge positive non-verbal cues (non-verbally).
- Teachers may wish to praise student behaviour, after the first group of students have practised listening skills, to direct and reinforce the purpose of the activity.

- Debriefing should be positive. Have students discuss their willingness to talk when their partners appeared to be listening attentively. Ask students to identify and/or display some of the non-verbal cues used by their partners.

- Teachers may select a pair who displayed good use of non-verbal skills to perform for class observations.

PART C: NEGATIVE, NON-VERBAL RESPONSES

Parts B and C are interchangeable; e.g., teachers may choose to complete Part C with the pupils before Part B.

- Students are again in pairs.

- Instruct the 'A' group to display negative, non-verbal behaviours while the 'B' group members talk. Students must remain in their places.

- Assign 'B' a topic (e.g., "If I had a million dollars" or "Where I would like to live").

- Allow 'B' 30 seconds to talk, and then reverse roles.

- Some negative non-verbal behaviours may include:
  - avoiding eye-contact
  - turning the body away
  - manipulating a pen, pencil, etc., with the hands
  - sighing
  - rolling the eyes up.

- Ask students to describe their feelings when they were the speaker/the listener.

- Compare/contrast the students' feelings and willingness to talk in activities 'A' through 'C'.

- Reinforce the above activities by asking students to observe and to share non-verbal behaviours used at home, on television, when speaking to friends, and/or at the workplace.

Continue to provide opportunities for students to apply appropriate non-verbal listening skills through a variety of discussion activities.

SELF-EVALUATION IN GROUP DISCUSSIONS

It is important to monitor your participation in group discussions. The following checklist can be used to help you evaluate yourself.

INSTRUCTIONS: Take a few minutes to reflect honestly on your contributions to the class. Put a check mark next to those statements that are true of you in today's discussion and fill in the blank spaces appropriately.

Topic of Discussion: _____ Name: _____ Date: _____

1. ___ I contributed ideas without waiting to be asked.
   One idea I contributed was _____
2. ___ I kept my remarks on topic.
3. ___ I supported my ideas and remarks with specific details (e.g., I gave an example).
4. ___ I listened carefully and thoughtfully in my group.
5. ___ I can recall other group members' ideas.
   One important idea was _____
6. ___ I encouraged other group members to tell more about their ideas.
7. ___ I asked other group members questions about their ideas.
8. ___ I showed respect for other members' ideas and opinions, even if I disagreed.
9. ___ I let other members finish speaking without interrupting.
10. ___ I changed my mind about something as a result of listening to other members' opinions.
    I changed my mind about _____
11. ___ I think I might have made someone else change their mind about something as a result of an idea I contributed.
    The issue was _____
12. ___ I have a clearer concept of my own concerns/problems as a result of this group discussion.
13. ___ I have a better understanding of other people's concerns/problems as a result of this group discussion.
14. ___ Something I learned from today's discussion: _____

LISTENING SURVEY

Name: _____ Date: _____

INSTRUCTIONS: Recall a recent communication experience and check and/or complete the behaviours you demonstrated while with that person or group of people.

_____ Paid attention to others' thoughts and feelings.

_____ Maintained eye contact.

_____ Used non-verbal listening skills; such as _____, _____ and _____.

_____ Spoke without interrupting someone else.

_____ Helped someone else join the conversation.

_____ Helped someone to share personal feelings openly.

_____ Told another person what I liked about him/her.

_____ Found a positive way to handle a negative situation.

_____ Explained my own ideas/opinions clearly without putting others down.

_____ Gave a helpful suggestion.

_____ Allowed others to share and did not monopolize the conversation.

List additional listening skills you used during the above communication experience.

_____

_____

Name two communication skills you would like to improve.

_____

_____

VERBAL NON-LISTENING

Purpose: To assist students to become aware of, and monitor, personal use of appropriate and inappropriate verbal listening behaviour.

INSTRUCTIONS

- Organize students into pairs.
- Have students select one person to be A, the other to be B.
- Assign A a topic to discuss while B displays verbal non-listening skills.
- Switch roles and assign another topic.

Topics: My favourite after school activity/food/television program/movie/sports event is. . . .

- Have students identify inappropriate listening behaviours and write them on an overhead or chalkboard.
- List categories below and have students identify the inappropriate listening behaviours that have been identified.

Behaviour	Example	
Interrupting	Statement:	I went to a movie Saturday night and. . . .
	Response:	Don't you hate the prices of food at the movies? I think they are too expensive, and I. . . .
Using "Me, too"	Statement:	I had a great time Saturday night. . . .
	Response:	Me, too. You won't believe what we did!
Advising	Statement:	I'm worried about my friendship with Barb. I don't think she wants to be my friend anymore.
	Response:	So what! I told you not to bother with her in the first place. What good is she to you anyway?

DEBRIEF THE ACTIVITIES USING THE FOLLOWING

- Is there someone in your life to whom you find it difficult to listen? Why?
- What could you do to be a better listener to that person?
- Have you experienced occasions when people have not listened to you?
- Who is someone who really listens to you?
- Which non-listening behaviours do you use most often?
- Which non-listening behaviours annoy you the most?

Provide opportunities for students to make tape-recordings of role playing activities wherein the characters use inappropriate and/or appropriate verbal non-listening skills.

Play these back to the class and have students list and categorize the skills.

FORMING QUESTIONING CHAINS

Questioning chains are a series of linked questions that lead students to discover answers. Such chains begin with a specific focus and with closed-ended questions:

- How shall we start to find x?
- What do you call this process?
- What kind of character is John?

When you've established that the student has noticed the significant bits of information needed to solve the problem, you expand the focus:

- What processes can we use to simplify the equation?
- What by-products does this process often lead to?
- What do you notice about John's behaviour?

After students have developed more skill, expand the focus again, giving them responsibility for the chain:

- What should we do first?
- What is the goal of this problem?
- In stories, what is the first kind of question we usually ask?

Questioning chains can also be used with the "I can't do any of this" phenomenon. Lead students through with questions; often they know the answer but don't realize they have all the pieces they need to figure them out.

- Well, you knew you needed help. That's a start! Can you read the problem?
- Do you know what all the words mean?
- What are we looking for?
- What's the first step?
- What's the second step?
- How will I do that? Why is that next?
- What next? How about this?

When students succeed with the problem, ask: "How can we check that answer?" and finish with "See, you can do it! I thought you said you couldn't, but you did!".

Reference

Pace, Sandra. *Instructional Mediation in the Classroom: How Teacher Talk Influences Student Learning*. Presentation given at the 2nd Annual International Ethnography of Childhood Workshop, Camrose, Alberta, July 1-3, 1987.

SOCIOGRAMS

Purpose: To gather information about students, to assist when organizing students for group activities.

Teachers may allow students to select members for group activities or teachers may organize students according to the objectives/nature of the activity and/or the students.

Teachers may wish to organize students for the following reasons:

- to include students who are not readily accepted by others
- to combine strong students with weaker students
- to enhance interaction among class social groups
- to place disruptive students with less disruptive students
- to combine students to facilitate leadership development.

Students may vary their selections of group members, depending upon the nature of the activity.

1. Students will often select their more capable classmates if the activity is demanding and/or required for evaluation purposes.

2. Students will often select their friends, or people with whom they wish to be friends, if the activity is less demanding and/or not required for evaluation purposes.

Teachers are encouraged to complete sociograms on several occasions throughout the year in order to examine classroom dynamics and reorganize groups when appropriate.

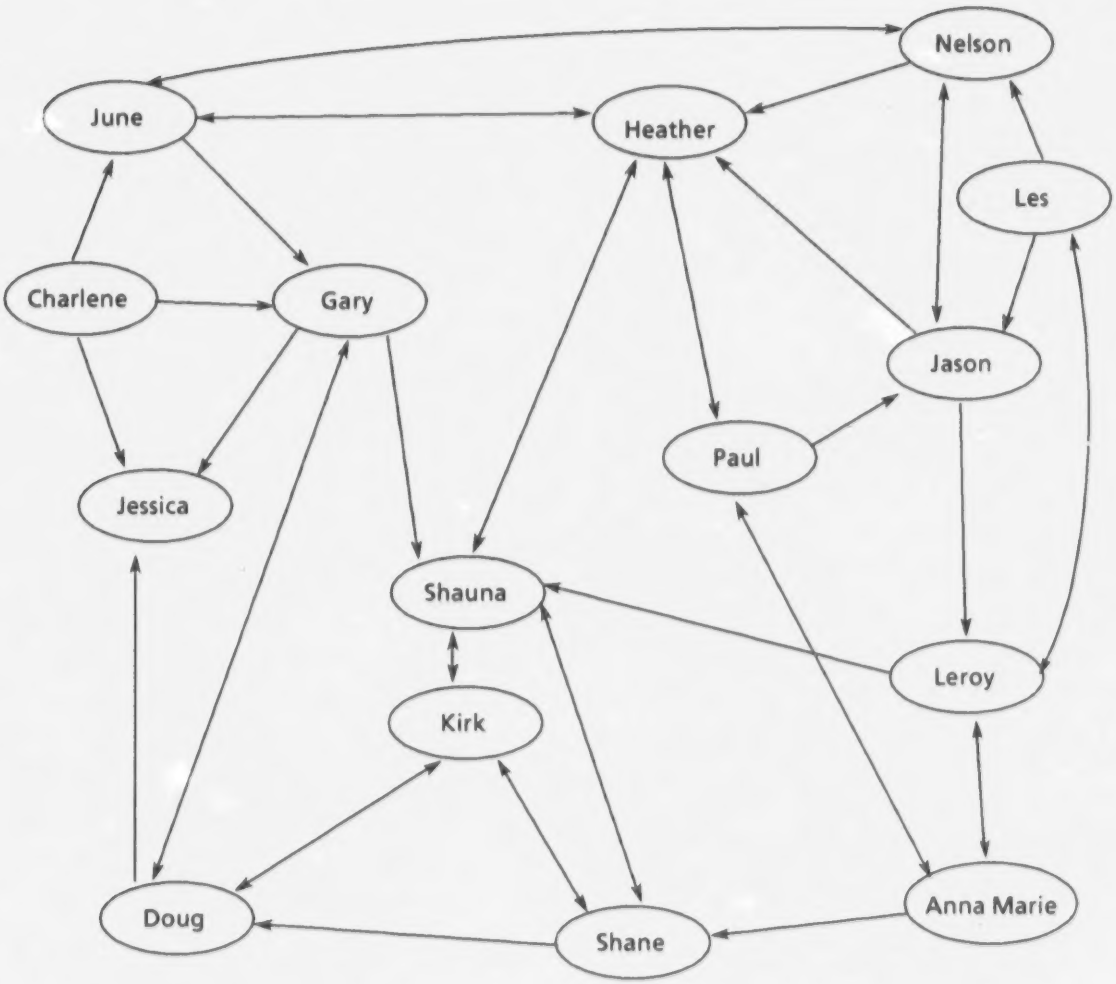
Two types of sociograms are useful to teachers and may be completed by asking students the following questions and having students select classmates in response to each question.

1. With whom would you like to work?

2. With whom would you like to work when completing a task that requires extensive work and/or that will be evaluated?

Ask the first question listed above and have students name three or four students. One week or more later, ask the second question and have students name three or four students. Responses will remain anonymous.

The following diagram illustrates a sociogram in which each student selected three classmates. Arrows indicate the direction of the selection (e.g., June → Gary indicates that June wants to work with Gary). A double arrow indicates that students selected each other (e.g., June ←→ Gary indicates that June wants to work with Gary and Gary wants to work with June).



Observations

- Charlene is an isolate (i.e., no one selected her). It would be important to place Charlene in a group with one or two of the most receptive people she selected (Jessica, Gary or June).
- Shauna, Kirk and Shane selected each other, indicating a close bond. This bond could be a positive or negative force during group activities.
- Five people selected Shauna and Heather, which may indicate that these students are leaders, popular, academically strong, etc.
- Anna Marie has selected all boys, which may or may not result in problems.
- Jessica did not take part in the activity and should be provided with the opportunity to select classmates.

DEALING WITH ANGER

INSTRUCTIONS: List personal sources of anger and/or frustration and methods you have used in the past to deal with your feelings. If you can identify more appropriate strategies, list them.

Source of anger/frustration	Ways I have dealt with anger/frustration	More appropriate strategies

Anger is often an outcome of conflict situations. Read the following conflict resolution strategies and be prepared to provide appropriate examples of each.

COMPETITION – Forcing the issue; arguing the issue; pulling rank.

COLLABORATION – Assertive problem solving; confronting disagreements; exchanging and/or accepting ideas.

COMPROMISE – Exchanging ideas; making concessions; bargaining.

AVOIDANCE – Ignoring others; passing the buck; delaying action; waiting for problem to solve itself.

ACCOMMODATION – Conceding position; taking pity.

Discuss dealing with anger and conflict situations with your peers and/or family members and list techniques you may use in future situations.

"I FEEL" STATEMENTS

Purpose: To enhance students' ability to express themselves clearly and positively.

Individuals may become angry and resentful, and take their anger out on others or themselves. A more appropriate method of dealing with anger and frustration is by expressing our feelings directly to the person/people involved, using "I feel. . . ." statements:

e.g., Your best friend interrupts constantly when you are talking.
You let your anger build and shout, "You jerk, stop being so rude."

Using an "I feel. . . ." statement, your response could be, "When you interrupted me, I felt hurt because I had something important to say and you were not listening."

"I FEEL. . . ." STATEMENT FORMULA

- State the problem behaviour: "When you. . . ."
- Express your feelings: "I feel. . . ."
- State a reason for your feelings: Because. . . ."

Brainstorm problem situations you and your classmates have experienced. Develop and be prepared to share "I feel. . . ." statements for each.

Situations	"I feel. . . ." statements
A.	State problem behaviour: _____ Express feelings: _____ State reasons: _____
B.	State problem behaviour: _____ Express feelings: _____ State reasons: _____
C.	State problem behaviour: _____ Express feelings: _____ State reasons: _____
D.	State problem behaviour: _____ Express feelings: _____ State reasons: _____
E.	State problem behaviour: _____ Express feelings: _____ State reasons: _____

INTERPERSONAL DEVELOPMENT

Organize a social studies activity/resource centre in the classroom and encourage students to contribute games, books, magazines, etc.

The following group activities are intended to increase student interpersonal development.

Note: Complete a sociogram several times a year to assist when organizing students for group work. (See Participation, "Sociograms".)

1. Map Puzzle

   Purpose: To provide opportunities for students to develop non-verbal communication and cooperation skills.

   a. Draw lines on a world map to separate the continents. Duplicate a map for each student, on different coloured paper. Distribute the maps and have students label the continents then cut along the lines to separate the continents.

   b. Students are to exchange pieces so that each student makes a world map with different coloured continents.

   c. Rules:
      - Students will use non-verbal communication.
      - Students will exchange map pieces only with the permission of the other student involved in the transaction.
      - Students cannot receive a piece without giving one in return.
      - Students will return to their desks when they have formed their multi-coloured maps.

   Alternative Activity: Organize students into groups of four or five. Have students challenge each other by completing the activity within their groups.

2. SS Ten

   Purpose: To provide opportunities for students to review geography, people in the news, current events issues, etc., and to develop communication and participation skills.

   a. Organize students into two groups.

   b. Provide opportunities for each group to develop a set of questions and answers to ask the other group. Questions should relate to news events, current thematic unit, etc.

   c. Teacher will also develop a set of questions.

   d. Teacher will initiate the activity by asking a question. The individual who responds first by raising a hand will answer the question on behalf of his/her group.

e. If the first group answers correctly, they receive 10 points and ask the second group a question.

f. If the first group fails to answer the teacher's question correctly, the second group may respond. If the second group provides the correct answer, they will receive 5 points and will ask the first group a question.

g. If both groups fail to answer the teacher's question correctly, the teacher asks another question and the first student to raise a hand will be asked to respond. (See d.)

h. The group who answers correctly will ask the other group a question. If the second group responds correctly, they receive 10 points and the right to ask the first group a question.

i. If the second group responds incorrectly, the first group receives 5 points and asks another question. (The group asking the question must furnish the correct answer.)

j. If the group who asks the question does not have the correct answer, 5 points are awarded to the other group and this group asks a question.

Alternative Activity: Have students develop social studies games similar to "Trivial Pursuit" and "I.Q. 2000". Students would add questions, answers and play the game throughout the year.

3. Across Canada Scavenger Hunt

Purpose: To provide opportunities for students to interact with classmates in group situations, to increase interpersonal development, and to gain knowledge about the provinces.

a. Organize students into groups of four or five. Students will remain in these groups throughout the year for this activity.

b. Have students select a team name, make a thermometer poster to record their scores and decorate the thermometer illustrating their team name. Post team thermometers on the bulletin board.

c. Initiate the game, using the Province of Alberta. Develop a set of clues to direct students to specific people, places and events.

d. Groups may earn bonus points if they contribute unusual facts and/or items relating to the province.

e. Have students record scores on their thermometers on a regular basis.

Alternative Activity: Complete a scavenger hunt with one group representing Alberta. Then assign a province to the other groups of students, and schedule time for groups to develop their provincial scavenger hunt. Provide opportunities for students to complete each provincial scavenger hunt during the year.

4. CroSSword

Purpose: To review social studies knowledge and to develop further interpersonal skills.

a. Have students work in groups to develop crossword puzzles or word find games, using social studies vocabulary, people, events and/or places in the news, etc.

b. Collect, duplicate and distribute the puzzles to students to make CroSSword activity books to add to the social studies centre in the classroom. Students would complete puzzles individually or in groups.

5. Additional Activities

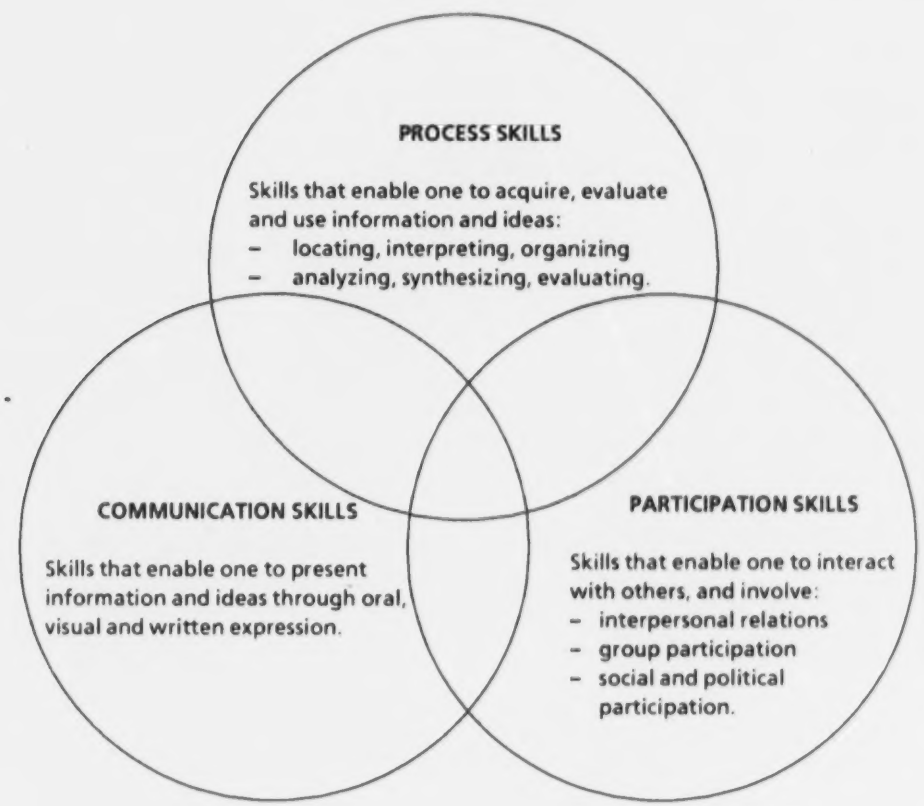
a. Provide opportunities for students to use social studies software.

b. Obtain a world map jigsaw puzzle for students to complete during the year.

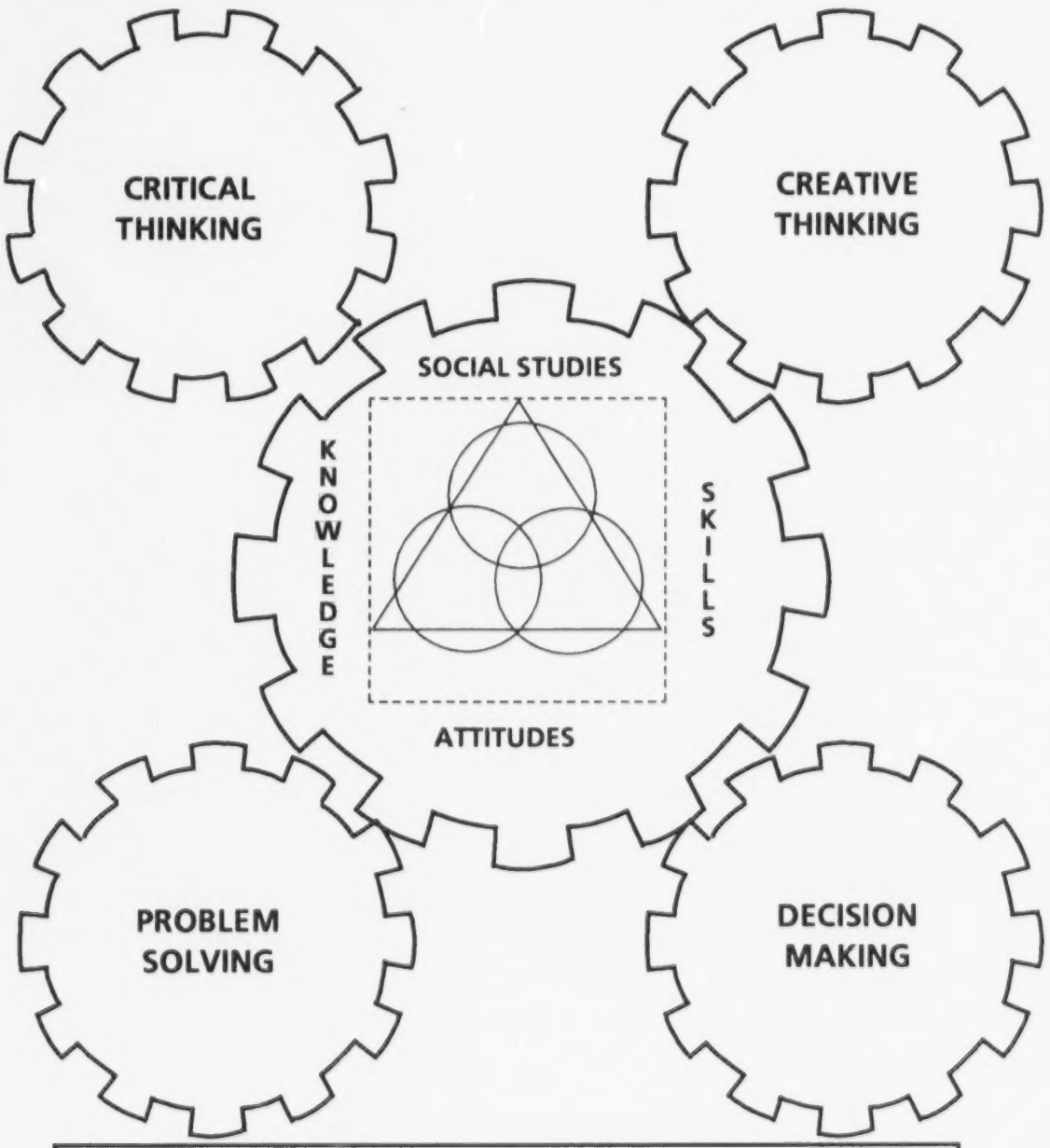
c. Provide various opportunities throughout the year for students to develop participation, communication and interpersonal skills through discussion activities.

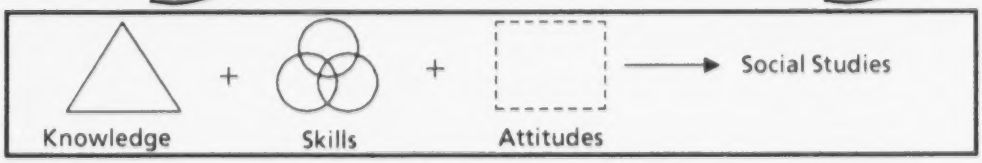
INQUIRY AND SOCIAL STUDIES SKILLS

Inquiry strategies are used to seek information about a question, a problem or an issue, and involve the use of process, communication and participation skills.

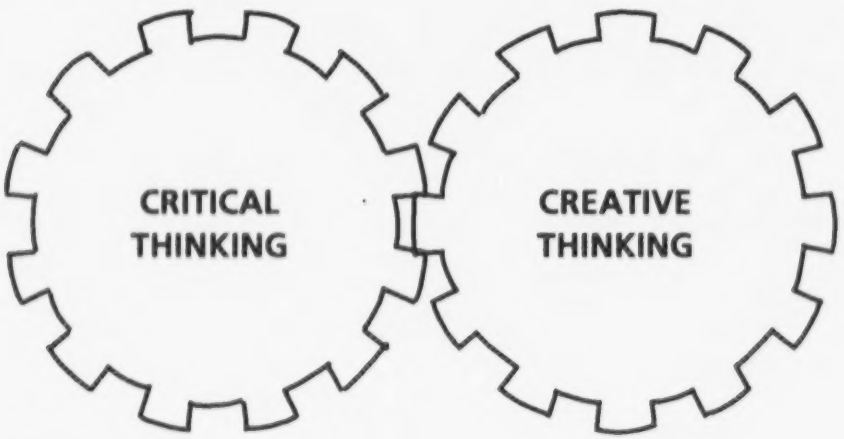

PROCESS SKILLS
Skills that enable one to acquire, evaluate and use information and ideas:
- locating, interpreting, organizing
- analyzing, synthesizing, evaluating.
COMMUNICATION SKILLS
Skills that enable one to present information and ideas through oral, visual and written expression.
PARTICIPATION SKILLS
Skills that enable one to interact with others, and involve:
- interpersonal relations
- group participation
- social and political participation.

LINKING SOCIAL STUDIES AND THINKING





THINKING STRATEGIES



CRITICAL THINKING

Critical thinking is the process of determining the authenticity, accuracy and worth of information or knowledge claims. It consists of a number of strategies each of which to some degree combines analysis and evaluation.

CREATIVE THINKING

Creative thinking is the process of producing novel and insightful approaches and ideas.

(Critical and creative thinking are not viewed as mutually exclusive but, rather, as complementaries.)

CRITICAL THINKING	CREATIVE THINKING
Distinguish between facts and values Determine the reliability of information Determine the accuracy of information Distinguish relevant from irrelevant information Detect bias, stereotyping, clichés and propaganda Identify assumptions Identify ambiguous statements Recognize inconsistencies in a line of reasoning Determine strength of an argument Consider and assess a variety of alternatives before forming an opinion or making a decision.	Reassess ideas and approaches Identify new ways of doing things Combine the best from the old and the new Organize ideas in new ways Express thoughts and feelings in original ways.

TEACHING A THINKING STRATEGY

Alley and Deshler's approach to teaching thinking strategies uses the instructional steps outlined below:

TESTING students on a task that requires the use of the strategy to be taught. The results are discussed with each student, emphasizing individual strategy deficiencies.

DESCRIBING the steps involved in the target strategy to students. Details include specific appropriate behaviours, their sequence and ways in which the strategy could assist students.

MODELLING the strategy for students. Teachers should think aloud so students can follow every process involved in the strategy.

ASKING students to rehearse verbally.

PRACTISING THE STRATEGY with students through controlled activities/materials.

PROVIDING TEACHER FEEDBACK.

USING GRADE-APPROPRIATE ACTIVITIES to practise strategies.

PROVIDING POSITIVE AND CORRECTIVE FEEDBACK as students progress through practice material.

RETESTING STUDENTS to determine the extent of acquisition of the strategy. (Same test given in the first step using different materials.)

PROVIDING OPPORTUNITIES for students to apply and continue to develop the strategy.

Reference

Alley, Gordon and Donald Deshler. *Teaching the Learning Disabled Adolescent: Strategies and Methods.* Love Publishing Co., 1979.

DE BONO'S TOOLS FOR TEACHING THINKING: CoRT

"Thinking is a skill, and like a skill, it can be developed and improved if one knows how."

– Edward de Bono

There are many proponents of direct teaching of thinking as a skill and Edward de Bono is one of the internationally recognized authorities in the field. He proposes a "tools method" whereby techniques for guiding the thinking processes are taught as discrete skills, practised in elementary contexts and later applied spontaneously and independently to real problems. The real life problems change but the tools remain applicable. A list of thinking tools follows.

PMI tool This tool reminds students to direct their attention to the **Plus** points first, then the **Minus** points and, finally, the **Interesting** points of a new idea, not just to a yes or no conclusion. Students must make an honest and thorough search in each direction. Once this thinking tool is learned, students will resort to its use spontaneously and independently in their problem-solving endeavours.

Example:
What would happen if we removed all the seats from city buses?

Plus	Minus	Interesting
• more passengers could be transported • it could then become less expensive to ride	• accidents could be disastrous! • bus travel would be uncomfortable	• human interaction would change • people in wheel chairs may appreciate change

Applied to real life problem-solving situations, a PMI can help individuals to clarify and help arrive at answers to such questions as:

- Should I quit school?
- Should I move to a larger centre?
- Should I take a part-time job?
- Should our school adopt uniforms as the standard dress for all students?

C and S (Consequences and Sequels):

- listing the immediate, short-term and long-term effects of a choice to help make a decision.

CAF (Consider All Factors):

- brainstorming and listing everything that needs to be considered in thinking about a problem, formulating a plan, organizing the input and making a decision.

FIP (First Important Priorities)

- making and examining a list and priorizing items in the list.

AGO (Aims, Goals, Objectives)

- developing an action plan and/or making a decision by examining the desired outcomes.

APC (Alternatives, Possibilities, Choices)

- searching for alternatives and extending beyond the obvious in order to consider other possibilities and choices.

OPV (Other People's View)

- collecting, examining and considering the views of others.

These simple tools are the components of the first section of de Bono's program which is called CoRT (Cognitive Research Trust). These tools promote the making of a broader perceptual map; that is, how widely and deeply we see. For Integrated Occupational Program students, the following should be considered:

- make use of key visuals (e.g., charts, lists) to store the information and act as a permanent external memory in the problem-solving process
- provide opportunities for practice using these tools in meaningful and novel problem-solving contexts to promote transfer and spontaneous use
- discuss with students the most appropriate tool to use for a particular problem and have them substantiate the reason for their choice.

References

de Bono, Edward. "Beyond Critical Thinking", Curriculum Review, January/February 1986, pp. 13-16.

de Bono, Edward. "The Practical Teaching of Thinking Using the CoRT Method", Special Services in the School, Vol. 3 No. 1/2, Fall/Winter 1986, pp. 33-47.

CRITICAL/CREATIVE THINKING STRATEGIES

The intent of teaching process skills and inquiry strategies is to increase student metacognition; that is, their awareness of personal thought processes.

The social studies program is designed to facilitate student recognition and application of various process skills and inquiry strategies.

Teachers are encouraged to reinforce process skills and inquiry strategies in every subject of the Integrated Occupational Program through cooperative planning. A teaching strategy may involve the introduction and application of the semantic webbing strategy in the social studies class. Other I.O.P. teachers could incorporate semantic webbing during appropriate lessons to fortify the strategy in other contexts. As a result of cooperative planning and reinforcement in a variety of contexts, students may recognize the transferability of process skills and inquiry strategies.

Critical and Creative Thinking Strategies are intended to structure process skills to encourage further development of students':

- awareness of individual learning patterns
- repertoires of thinking strategies
- applications of a variety of thinking strategies.

Five Critical and Creative Thinking Strategies are recommended for use in the Integrated Occupational Program. They are: Brainstorming (Fluency), Mind Mapping, Semantic Webbing, Lateral Thinking and Movies of the Mind.

BRAINSTORMING (FLUENCY)

Brainstorming or fluency activities generate creative thinking because the free flow of ideas is not hindered by assessment. Students are encouraged to verbalize, write or demonstrate all their ideas about a concept, word and/or event. Fluency activities may be used to:

- introduce a new unit
- review previously learned knowledge
- explore feelings and emotions
- initiate a community partnership activity.

Classroom fluency activities contribute to increased individual creativity and may also:

- increase student self-esteem (all ideas are accepted)
- motivate students
- enhance classroom cohesiveness.

Teachers may wish to incorporate qualifiers to provide an achievable goal (e.g., list 20 items that. . . .)

The following suggestions may prove useful to introduce and apply fluency:

1. List the names of all the birds you know. Special recognition will be given to the student who lists the largest number, who lists an extinct bird and/or who lists a bird others fail to identify.

2. Tell me what you know about Canadian medical services and I/we will summarize your comments on the overhead.

3. Organize yourselves into groups of three and make a group list of uses of a square shape.

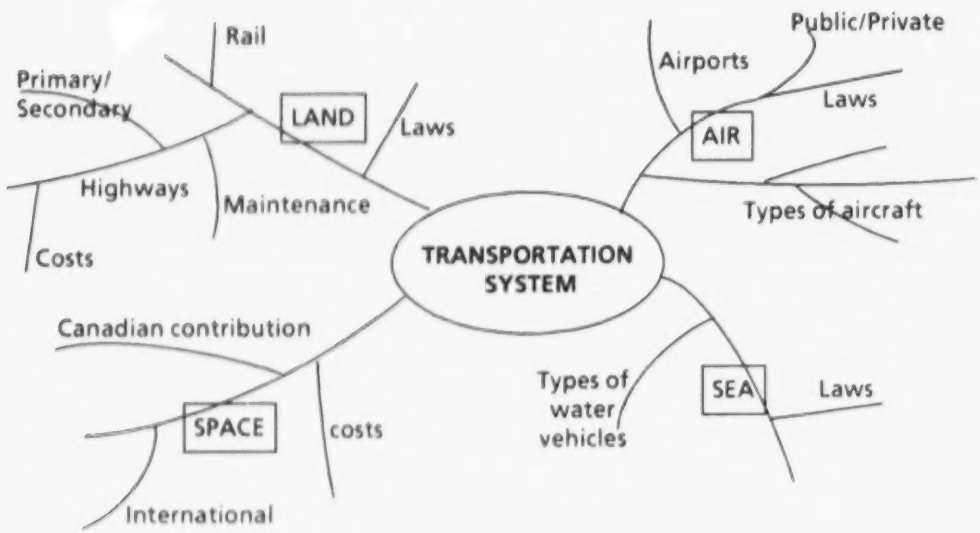
4. We have been calculating wages in math class. Where can we go in the community to learn more about wages, salaries and other employee financial arrangements?

MIND MAPPING

Mind mapping is similar to fluency as free thinking is encouraged and all ideas are accepted; however, structure, commonly in the form of categorizing, is incorporated in the mind mapping thinking strategy. Mind mapping encourages students to create a diagram displaying the ideas emerging from the thinking process. This strategy may be used to:

- recall and/or store personal information
- explore new vocabulary, concepts or issues
- develop a set of ideas expanding upon a main topic as a prewriting activity
- organize ideas from a fluency activity
- store, recall, organize, imagine and analyze information
- examine current events issues.

The diagram below illustrates the use/structure of the mind mapping strategy by exploring a concept in preparation for writing, discussing and/or presenting. Mind mapping may also be used to review terms, concepts, etc.



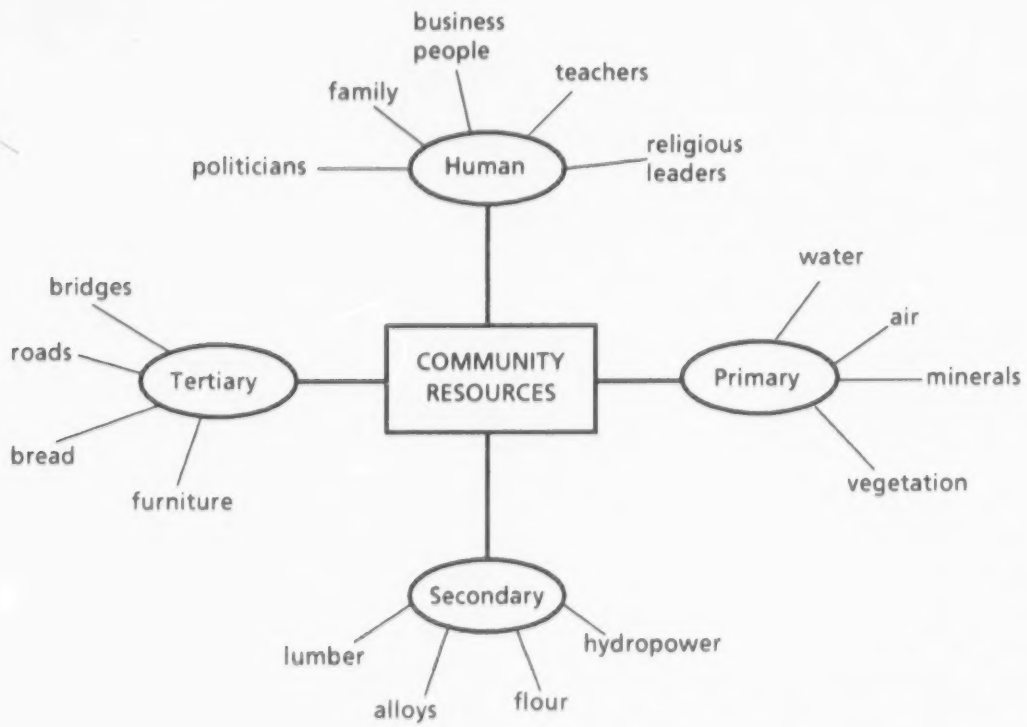
Depending upon the abilities of students, teachers may wish to extend the categories represented by each "arm" of the map. Referring to the previous example, extension categories may include "land", "water", "air", "outer space", etc.

SEMANTIC WEBBING

Semantic webbing is also intended to expand student knowledge and application of critical and creative thinking. Similar to mind mapping, ideas relate to a central concept. Semantic webbing, however, involves further structure to enable students to complete a variety of activities including:

- reviewing subject material for a test
- outlining processes in planning activities
- connecting new information to old knowledge
- outlining the setting, the main characters, and/or the conflicts of a current affairs item
- illustrating parts of a piece of equipment.

A diagram of a semantic web using "Community Resources" as the main idea follows. A semantic web may serve to initiate further exploration of each detail and/or sub-detail. To illustrate, "Secondary" could become the main idea in a new configuration which may investigate details and sub-details of secondary resources.



LATERAL THINKING

A lateral thinking strategy may be used to solve a problem by adopting a different method of attack rather than extending the current method. The concept of "bigger and better" opposes the lateral thinking objective. To illustrate, increasing the financial support for social services may not necessarily increase the quality of care; increasing technology may not necessarily increase quality of life and employment opportunities; increasing the number of highways may not be the ideal way to solve transportation problems.

Lateral thinking may prove to be challenging as the individual is required to alter an often deeply ingrained mind-set – that "bigger is better".

Teachers are encouraged to initiate the learning of lateral thinking, using fairly simple concepts such as asking students to think of everything with:

	Sample Responses	
	CONVENTIONAL	**UNCONVENTIONAL**
• wheels	bicycles	watches
• a triangular shape	Christmas trees	cones on the retina of the eye
• gills	goldfish	human embryos
• the letter "z"	zebras	scrabble games

Students' lists may initially contain conventional responses (bicycles, Christmas trees, goldfish, zebra) and with practice will include a variety of unconventional responses (watches, cones on the retina of the eye, human embryos, scrabble games). A variety of similar activities will assist in expanding students' mind-sets.

Subject related examples of lateral thinking may include:

- Mathematics: when/where is the fraction $\frac{1}{4}$ used?
  - quarter time in music
  - quarter of an hour
  - quarter percent in interest rates
  - quarter horse
  - quarterback
  - quarter of one dollar.

- Practical Arts: cooking – If the stove fails to function, how can we cook?
  - a barbecue
  - a campfire
  - a heated rock
  - a car manifold
  - a microwave oven.

MOVIES OF THE MIND

The movies of the mind thinking strategy states that learning will increase when connections are made between the cognitive and affective domains, and involves imagining and/or picturing something in the mind. When possible, concepts are to be taught in reference to emotions and/or the five senses. Students are encouraged to recall and/or imagine a word, concept or issue, to display the information in their minds as if it were a movie and to recall or associate feelings/sensations with the events of the movie.

Movies of the mind provide opportunities for:

- deeply stored information to surface, and
- students to transfer and/or connect old knowledge to new information.

To connect old and new knowledge for greater understanding, students may be asked to imagine a movie of the mind of when they studied bacteria growth on various substances in science. While the movie is "playing", students would recall the smells, sights, sounds, tastes and feelings they may have experienced at that time. (Imagining the affective domain will often increase cognitive recollection.) A lesson on bacteria, one-celled organisms, infections, diseases or other related topics would follow and students would build new information upon old, recalled knowledge.

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SEMANTIC WEBS AND MAPS

A semantic web or map is a graphic display of the relationship between major and minor ideas. A basic web consists of a core question or concept, and a network of nodes or strands which, taken together, display the relationship of the whole to the parts and the parts to the whole.

The use of semantic webbing for students with reading and writing difficulties may:
- serve as a graphic advance organizer, assisting students to process new information as they read
- help plan original discourse
- assist students to construct a model for organizing and integrating information.

The teacher may use webbing as a diagnostic tool by determining:
- the information students derive from a reading
- the limits of individual student's capabilities to construct categories and relationships.

The semantic webbing strategy will prove useful:

- As a pre–reading activity:
  - students can brainstorm and make predictions about the reading
  - an advance organizer, to introduce new/difficult vocabulary. The web or map may be constructed on the chalkboard and partially completed prior to the activity.

- As an activity during reading:
  - the teacher partially constructs a descriptive or expository web and distributes this to the students. The students complete the web as they read, verifying from the text reasons for their selections. As they locate explicit and implicit text clues, these are written in the boxed nodes or strands.

- As an activity after reading:
  - students can modify/correct a pre-reading web to verify and extend their knowledge.

- As a prewriting planning activity:
  - students may use a semantic web to initiate a writing assignment.

The purpose of the activity will dictate when and how semantic webbing and mapping strategies will be used. For example, webbing and mapping strategies may help students to:
- determine knowledge before studying a unit
- organize ideas in preparation for reporting a current news event
- plan a community partnership activity
- review knowledge after completing a unit and prior to an examination.

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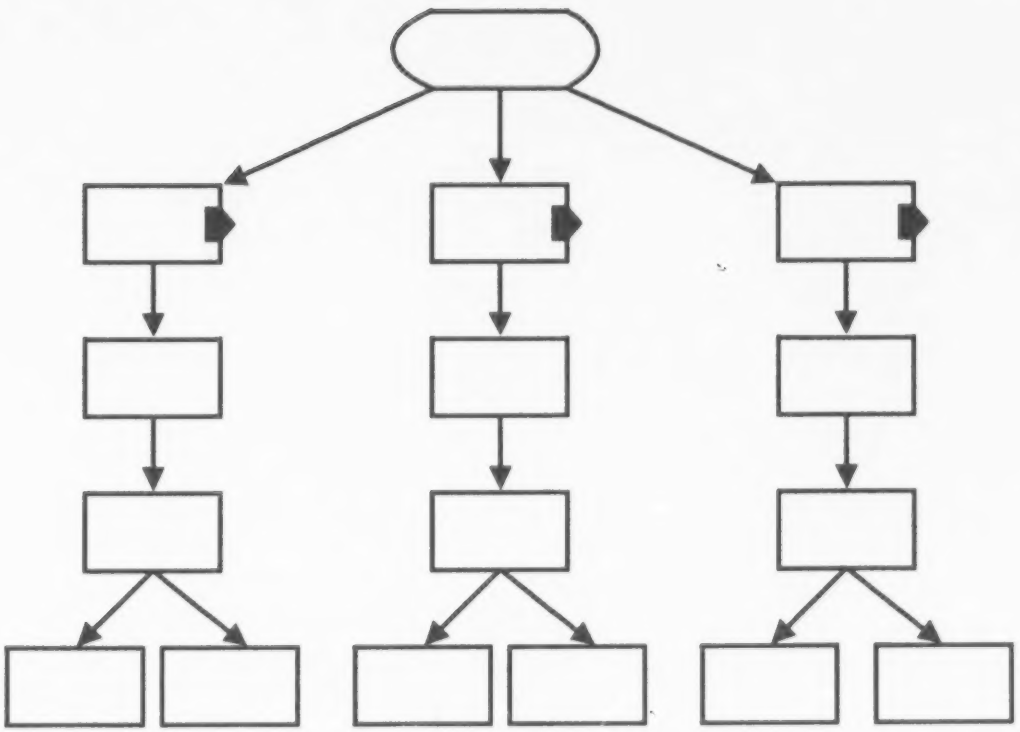
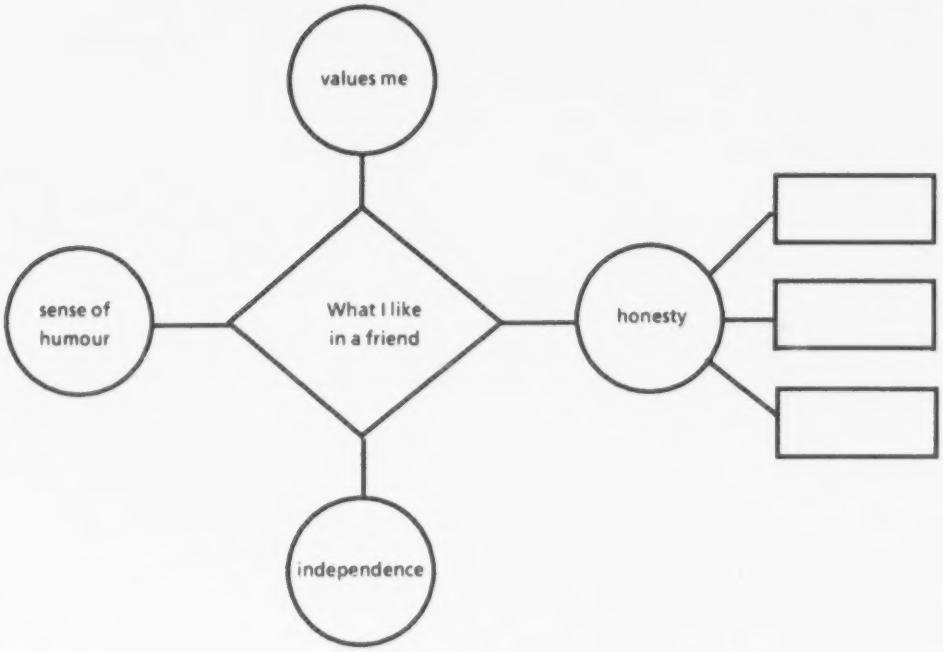
NARRATIVE SEQUENTIAL MAP
(time order)



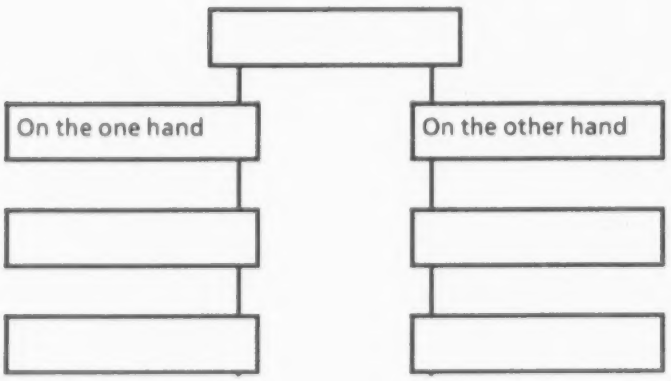
This "map" configuration may be used to visually display:

- the steps in following instructions (e.g., following a recipe)
- the chronological order of a sequence of events (e.g., reporting an accident, a news event, an event in history).

DESCRIPTIVE OR THEMATIC WEB



COMPARATIVE AND CONTRASTIVE WEB



INQUIRY MODELS

A MODEL FOR ANSWERING QUESTIONS OR SOLVING PROBLEMS

Define a question/problem

Develop questions or hypotheses to guide research

Gather, organize and interpret information

Develop a conclusion/solution

A MODEL FOR MAKING DECISIONS

Identify an issue

Identify possible alternatives

Devise a plan for research

Gather, organize and interpret information

Evaluate the alternatives, using collected information

Make a decision, plan or take action on the decision (if desirable and feasible)

Evaluate the action plan and decision-making process

INQUIRY PROCESS MODEL (1981)

Identify and focus on the issue

Establish research questions and procedures

Gather and organize data

Analyze and evaluate data

Synthesize data

Resolve the issue (postpone taking action)

Apply the decision

Evaluate the decision, the process and (where pertinent) the action

SAMPLE: A MODEL FOR MAKING DECISIONS

IDENTIFY AN ISSUE

- Clarify the question/problem
  - What are the elements of the issue and how are they connected?
  - What are the related questions or issues?
  - What values are involved?
  - What value positions can be identified?

- Review what is already known about the issue
  - What is known? Unknown?

- Make the issue manageable
  - Limit the issue to specific area or focus.

IDENTIFY POSSIBLE ALTERNATIVES

- What are the choices?
- What points of view are involved?
- Are there rules, laws and principles to consider? What are these?

DEVISE A PLAN FOR RESEARCH

- List questions that need to be answered.
  - What are we looking for?
  - What is the cause?
  - Who or what is involved or affected?
  - Who is making what arguments?
  - How should key terms be defined?
  - What information is needed?
  - What will happen if nothing is done?

- Identify sources and location of information.
  (print, non-print, interviews, surveys)

GATHER, ORGANIZE AND INTERPRET INFORMATION

- Locating/Interpreting/Organizing
  - Acquire information to find answers to questions through listening, viewing, reading and using community resources.
  - Differentiate between main and related ideas.
  - Identify points of view expressed in cartoons, pictures, photographs.
  - Identify relationships among variables within charts, graphs and tables.
  - Identify and critically evaluate the relationships among the purpose, message and intended audience of visual communications.

- Read and interpret maps.
- Make notes (point form, webbing) that outline the main and related ideas while reading, listening and observing.

EVALUATE THE ALTERNATIVES USING GATHERED INFORMATION

- Analyzing/Synthesizing/Evaluating
  - Compare information about a topic drawn from two or more sources to see if it is identical, similar, parallel or inconsistent, unrelated or contradictory; detect bias.
  - Draw conclusions. Determine values underlying a position.
  - Categorize information to develop concepts.
  - Make generalizations by stating relationships among concepts.

- Determine the possible consequences of each alternative.
  - What are the pros and cons of the alternative?
  - What are the costs and benefits of the alternative?
  - What side-effects may result?

MAKE A DECISION; PLAN OR TAKE ACTION CONSISTENT WITH THE DECISION (IF DESIRABLE AND FEASIBLE)

- Select the best alternative
  - Consider the feasibility and desirability of each alternative by establishing priorities.

- Make a decision
  - Identify the basis of the decision.

- Procedures
  - Create a plan of action to apply the decision. (What are the steps of the action plan?)
  - Apply the plan.

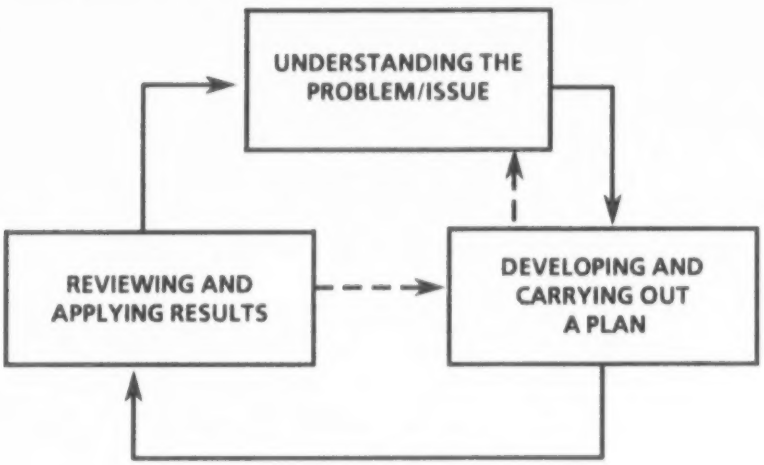
EVALUATE THE ACTION PLAN AND THE DECISION-MAKING PROCESS

- Does the plan and process resolve the issue?
- What will constitute success?
- How will the results be evaluated?
- Can the decision be reversed if necessary?
- How would you like the decision applied to yourself?
- How does the decision consider the rights of others?

Note: These procedures should not be applied in rigid, lock-step sequence.

A PROBLEM-SOLVING/DECISION-MAKING FRAMEWORK FOR IOP

The problem-solving/decision-making framework outlined should not be interpreted as a model consisting of fixed and rigid stages and strategies. Its use will depend on individual problems and individual students. Students may not always use each stage of the model and will select only those strategies that are appropriate to the concern or problem. Students should recognize problem solving/decision making as a series of interrelated actions that lead to a solution.



The following guidelines may be of assistance in planning effective problem-solving/decision-making activities.

- Share the framework and strategies with all students.
- Encourage students to be creative and experimental in their approach to problem solving/ decision making. The strategies in problem solving and decision making, while useful in the support and structure they provide, should not become inflexible algorithms in themselves.
- Present problem-solving/decision-making activities either in context and/or in a skills-focused sub-unit, as determined by student needs and abilities. Ensure that issues and problems are relevant to student interest and experience, and that the cognitive demands of the issue/ problem correlate with developmental levels of the student.
- Modify and vary the approach to problem solving/decision making to ensure that appropriate interest, participation, and success levels are experienced by all students. Most students have an inherent desire to undertake the challenge provided by a problem. Past experiences or present attitudes, however, may prevent some students from accepting this challenge.

UNDERSTANDING THE PROBLEM/ISSUE

During this stage, students are encouraged to think about the problem before attempting a solution. The teacher may ask questions and suggest strategies to focus attention on information and conditions of the problem.

Problem-solving strategies used in this stage include:

- knowing the meaning of all words in the problem
- identifying key words
- looking for patterns
- identifying given and needed information
- identifying extraneous information
- restating the problem in one's own words
- asking questions
- drawing pictures/diagrams
- using concrete manipulatives
- interpreting pictures/charts/graphs.

DEVELOPING AND CARRYING OUT A PLAN

In this stage, students should plan strategies for solving the problem and then use these strategies to actually solve the problem. When planning strategies, students should look for various methods of solving the problem. It should be emphasized that there are many strategies that can be used effectively to solve the problem. Once appropriate strategies have been planned, the student "carries out the plan" to arrive at a solution.

Strategies used in this stage of the process include:

- guessing and checking (improving the guess)
- choosing and sequencing the operations needed
- acting out or simulating the problem
- applying patterns
- using a simpler problem (making an analogy)
- collecting and organizing data into diagrams, number lines, charts, tables, pictures, graphs or models
- experimenting through the use of manipulatives
- breaking the problem down into smaller parts
- working backward
- using logic or reason
- estimating the answer
- documenting the process used
- working with care
- working in a group situation where ideas are shared.

REVIEWING AND APPLYING RESULTS

This stage encourages students to assess the effectiveness of their solution and to consider the accuracy of their results. Answers should be related to the question in the problem to verify that the problem has indeed been solved. Evaluation of the strategies used increases awareness of their appropriateness and of other strategies that might have been used. Reflection on the process used should encourage students to generalize and apply the strategies to related situations.

Strategies in this stage of the process include:

- stating an answer to the problem
- restating the problem with the answer
- explaining the answer
- determining if the answer is reasonable
- discussing process used and applying it to other problems
- discussing other ways to solve the problem
- checking the answer
- making and solving similar problems
- considering the possibility of other answers.

EXTERNAL VERSUS INTERNAL LOCUS OF CONTROL

INTRODUCTION

Locus of control theory is concerned with an individual's belief about the contingencies of personal behaviour. An external locus of control – that is, a belief that luck, chance, fate, or the whims of "powerful others" determine the outcomes of personal actions – is typically manifested by low achieving students and is significantly related to achievement behaviours, job success and career maturity. Locus of control orientation is amenable to change through various instructional and counselling interventions, such as life skills courses, instruction in goal setting and decision making, group discussions that explain the concept of locus of control and its personal implications, and teacher talk which places emphasis on the relationship between student performance and subsequent outcomes (e.g., "We won the game! All that practice and fitness training paid off in the end." or "You can be proud of your mark in social studies. Completing assignments, participating in class and studying for examinations this term have made a difference."). Encourage students to accept responsibility for the outcomes of their personal behaviour, and to move toward a more internal locus of control.

Distribute or read to students the questions from the "Locus of Control" sheets on the following pages. Provide adequate time for students to respond yes/no to each question. Remind students that answers are neither correct nor incorrect and to respond honestly.

Scoring Procedure

Distribute or read the scoring sheet. Have students award themselves 3 points if their response is the same as the response on the scoring sheet. Students receive 1 point if their response is dissimilar to the response on the scoring sheet.

e.g,. Question 1: A student who responds to question 1 with "yes" receives 3 points; a student who responds with "no" receives 1 point.

Interpreting Scores

120 – 100 external locus of control
60 – 40 internal locus of control

The student who answers a majority of the questions the same as the responses provided is external. Extreme scores in either direction (i.e., too external or too internal) may be cause for discussion with students. Sometimes, it is appropriate to believe in plain bad luck or fate in order to cope and accept life's circumstances. Accepting personal responsibility for one's attitudes/behaviours to these unfortunate occurrences is a key to maturity.

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Locus of Control Score Sheet

1.	Y	11.	Y	21.	Y	31.	Y
2.	N	12.	Y	22.	N	32.	N
3.	Y	13.	N	23.	Y	33.	Y
4.	N	14.	Y	24.	Y	34.	N
5.	Y	15.	N	25.	N	35.	Y
6.	N	16.	Y	26.	N	36.	Y
7.	Y	17.	Y	27.	Y	37.	Y
8.	Y	18.	Y	28.	N	38.	Y
9.	N	19.	Y	29.	Y	39.	Y
10.	Y	20.	N	30.	N	40.	N

Scoring: 3 points if a student responds according to the score sheet.
1 point if a student does not respond according to the score sheet.

Note: The higher the score, the more externally motivated the student.

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LOCUS OF CONTROL: STUDENT FORM

INSTRUCTIONS: Answer yes or no to the following questions and place your response in the 'answer' column.

	Item	Answer	Points
1.	Do you believe that most problems will solve themselves if you just don't fool with them?	_____	_____
2.	Do you believe that you can stop yourself from catching a cold?	_____	_____
3.	Are some kids just born lucky?	_____	_____
4.	Most of the time do you feel that getting good grades means a great deal to you?	_____	_____
5.	Are you often blamed for things that just aren't your fault?	_____	_____
6.	Do you believe that if somebody studies hard enough he or she can pass any subject?	_____	_____
7.	Do you feel that most of the time it doesn't pay to try hard because things never turn out right anyway?	_____	_____
8.	Do you feel that if things start out well in the morning it's going to be a good day no matter what you do?	_____	_____
9.	Do you feel that most of the time parents listen to what their children have to say?	_____	_____
10.	Do you believe that wishing can make good things happen?	_____	_____
11.	When you are punished, does it usually seem it's for no good reason at all?	_____	_____
12.	Most of the time do you find it hard to change a friend's opinion (mind)?	_____	_____
13.	Do you think that cheering more than luck helps a team to win?	_____	_____
14.	Do you feel that it's nearly impossible to change your parent's mind about anything?	_____	_____
15.	Do you believe that your parents should allow you to make most of your own decisions?	_____	_____
16.	Do you feel that when you do something wrong there's very little you can do to make it right?	_____	_____

Inquiry

	Item	Answer	Points
17.	Do you believe that most kids are just born good at sports?	_____	_____
18.	Are most of the other kids your age stronger than you are?	_____	_____
19.	Do you feel that one of the best ways to handle most problems is just not to think about them?	_____	_____
20.	Do you feel that you have a lot of choice in deciding who your friends are?	_____	_____
21.	If you find a four leaf clover do you believe that it might bring you good luck?	_____	_____
22.	Do you often feel that whether or not you do your homework has much to do with what kind of grades you get?	_____	_____
23.	Do you feel that when a kid your age decides to hit you, there's little you can do to stop him or her?	_____	_____
24.	Have you ever had a good luck charm?	_____	_____
25.	Do you believe that whether or not people like you depends on how you act?	_____	_____
26.	Will your parents usually help you if you ask them to?	_____	_____
27.	Have you felt that when people were mean to you it was usually for no reason at all?	_____	_____
28.	Most of the time, do you feel that you can change what might happen tomorrow by what you do today?	_____	_____
29.	Do you believe that when bad things are going to happen they are going to happen no matter what you try to do to stop them?	_____	_____
30.	Do you think that kids can get their own way if they just keep trying?	_____	_____
31.	Most of the time do you find it useless to try to get your own way at home?	_____	_____
32.	Do you feel that when good things happen they happen because of hard work?	_____	_____

	Item	Answer	Points
33.	Do you feel that when somebody your age decides to be your enemy there's little you can do to change matters?	_____	_____
34.	Do you feel that it's easy to get friends to do what you want them to?	_____	_____
35.	Do you usually feel that you have little to say about what you get to eat at home?	_____	_____
36.	Do you feel that when someone doesn't like you there's little you can do about it?	_____	_____
37.	Do you usually feel that it's almost useless to try in school because most other students are just plain smarter than you are?	_____	_____
38.	Are you the kind of person who believes that planning ahead makes things turn out better?	_____	_____
39.	Most of the time, do you feel that you have little to say about what your family decides to do?	_____	_____
40.	Do you think it's better to be smart than to be lucky?	_____	_____

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LOGICAL/NATURAL CONSEQUENCES VERSUS PUNISHMENT

Locus of control theory investigates the relationship between an individual's actions and resulting reinforcements. Many students harbour an **external** locus of control belief system, whereby they attribute rewards and/or successes to luck, fate, chance or the whims of powerful others. They may also be accepting of punishment as a consequence of mistakes and inappropriate behaviour. Students need to recognize that some consequences naturally or logically arise from their actions, and to develop the ability to distinguish these from punishment.

Some of the differences between logical consequences and punishment are outlined below:

LOGICAL/NATURAL CONSEQUENCE	VS	PUNISHMENT
Reality of the situation dominates: situation-centred		Power of the authority dominates: self-centred
Relates logically to the behaviour		Fails to relate logically to behaviour; arbitrary
Excludes elements of moral judgment: good or bad, right or wrong		Involves some moral judgment: usually bad or wrong
Deals with present and future		Deals only with the past
Teaches the child to be responsible for personal behaviour		Implies the adult is responsible for the child's behaviour
Develops inner discipline		Maintains outer discipline
Maintains positive atmosphere with adults		Perpetuates antagonistic atmosphere
Influences or leads the child toward more desirable behaviour; trains for the future		Forces the child to obey; usually only temporarily effective
Retains the child's self-esteem		Diminishes the child's self-esteem

SUGGESTED ACTIVITIES

1. Initiate a discussion guiding students to recognize and understand natural consequences.
2. Encourage students to share some common problems and to contribute their ideas as to the possible consequences.

3. Have students identify and categorize consequences of the following situations.

	NATURAL/LOGICAL CONSEQUENCE	PUNISHMENT
• sleeping in on a school day • overeating junk food • failing to brush/floss teeth • failing to complete homework • borrowing sister's/ brother's sweater without permission • failing to complete a household chore		

4. Encourage students to contribute situations to categorize.

5. Use questions to discuss the consequences that are most effective in guiding the individual to accept responsibility for his or her behaviour and to curtail the inappropriate behaviour; e.g., does the consequence have to be severe/painful/expensive in order to be effective?

6. Discuss behaviour and consequences relative to specific areas in the school and the workplace; e.g., habitual lateness, disorganization, inappropriate clothing.

APPENDIX A: REGIONAL OFFICES OF EDUCATION

Grande Prairie Regional Office	12th Floor, 214 Place 9909 - 102 Street Grande Prairie, Alberta T8V 2V4 Phone: 538-5130 FAX: 538-5135
Edmonton Regional Office	7th Floor, Westcor Building 12323 Stony Plain Road Edmonton, Alberta T5N 3Y5 Phone: 427-2952 FAX: 422-9682
Red Deer Regional Office	3rd Floor West, Provincial Building 4920 - 51 Street Red Deer, Alberta T4N 6K8 Phone: 340-5262 FAX: 340-5305
Calgary Regional Office	Room 1200, Rocky Mountain Plaza 615 Macleod Trail, S.E. Calgary, Alberta T2G 4T8 Phone: 297-6353 FAX: 297-3842
Lethbridge Regional Office	Provincial Building 200 - 5th Avenue, South Lethbridge, Alberta T1J 4C7 Phone: 381-5243 FAX: 381-5734

APPENDIX B: COPYRIGHT ACKNOWLEDGEMENTS/ BIBLIOGRAPHY

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